TLSC 350: Teaching and Learning with a Global Framework
Sequence 6: Integrating Content, Cultures and Communities
Teaching, Learning, and Leading with Schools and Communities
School of Education, Loyola University Chicago
Spring Semester 2015

Instructor Information
Name: Katie Gnau
Email: kgnau@luc.edu
Phone: 773-744-4325
Office hours: by appointment

Module Information
Dates: February 9 – April 3, 2015
Days: Tuesdays & Thursdays
Times: 8:15 – 12:45
On-Campus Location: Maguire Hall 403
School-Site Location: South Loop

Module Description
TLSC 350 is the second of two integrated, field-based modules completed by ECSE program candidates during sequence 6 of the TLLSC Program Continuum. This module provides the framework for the integration of science, social studies, technology, and literacy in early elementary school. It provides candidates with experience in the instructional methods, materials, and curricula for teaching the sciences and social studies and is designed to prepare teacher candidates to apply their prior learning in sequence 1-6 to experiences in integrating the content areas with cultural/community contexts. Candidates will develop their skills in addressing the needs of all elementary learners while addressing the needs of individual learners in multicultural and multilingual contexts. The module is designed to develop the knowledge, skills, and dispositions to not only effectively teach social studies, science, and literacy at the elementary level, but to integrate these areas with literacy and utilize developmentally appropriate technology throughout. This module directly reflects the curricular emphases of the National Science Teachers Association, the National Council for the Social Studies, the IL State Board of Education, and the International Baccalaureate (PYP).

During TLSC 350, teacher candidates work with early elementary teachers to develop a transdisciplinary/interdisciplinary curriculum unit which integrates science and social studies with literacy and incorporates developmentally appropriate technology resources. The unit is assessed through a structured inquiry project. Teacher candidates use pre- and formative assessments to
differentiate instruction and assessment to meet the learning and language needs of students. In conjunction with the cooperating teacher educator, candidates administer a post-assessment and analyze data from the instructional unit to identify areas for growth. Teacher candidates apply their understanding of research and practice by integrating science, social studies, and technology standards across the PK-2 continuum, using a backward design approach to develop assessment activities and the core of an interdisciplinary unit that (upon moving to sequence 7) they will expand, incorporating additional science and social studies content with along with mathematics, and deliver in an elementary classroom during semester one of a year-long internship.

**Key Learning Objectives for TLSC 350**

Working in a co-teaching setting, teaching candidates will experience teaching a social or science inquiry unit using the Common Core State Standards or Next Generation Science Standards. Through their experiences in this module, candidates will actively engage with resources that enhance knowledge, comprehension, application and evaluation of appropriate strategies and models for the teaching of science and social studies. In TLSC 350 candidates will:

1. Develop and demonstrate an understanding of the various disciplines that comprise science and social studies and the content knowledge in early elementary-aged students that stems from these disciplines;

2. Develop awareness and demonstrate knowledge of the following areas and their implications for both the development of teachers/students and for teaching:

   **Social Studies:**
   - Candidates’ roles as democratic citizens and their definition of democratic citizenship
   - Opportunities to develop global awareness
   - Knowledge and understanding of the ways in which we experience and participate in the civic world (school, community, society);

   **Science:**
   - The 4 strands of science learning and the importance of teaching students science content, science skills, the culture of science and norms for participation in the scientific community.
   - Applying knowledge of learning and developmental theory to the understanding of students’ learning/memory mechanism and instructional implications for diverse students
   - Techniques for promoting meaningful science learning through an inquiry-based approach

   **Technology:**
   Students will demonstrate knowledge and application of technology as tools in the learning process and integrate computers as a functional aspect of teaching and learning.

   - Observe, learn, practice, and implement pedagogical techniques, grounded in the disciplines of science and social studies.
   - Explicitly link science and social studies teaching to the teaching of literacy for children in grades K-2.
   - Explore evidence-based approaches to the instruction of science and social studies, including (but not limited to): inquiry-based instruction, discrepant event inquiry, integration of children’s literature in the social studies, concept attainment, multicultural education and the use of current events in social studies instruction. Evidence of these approaches would include students identifying real questions into the learning; students having opportunities to utilize
more varied learning styles; students having experiences to collaborate on the project; and an acknowledgement of students’ “funds of knowledge”.

- Develop skills needed to review various instructional materials for validity and appropriate pedagogy including textbooks, Internet sites, and computer-based (and other) technologies.

- Explore the content, instructional implications, and interrelatedness of content area standards in science, social studies, and technology, including:

<table>
<thead>
<tr>
<th>All</th>
<th>K-1-2</th>
<th>Transdisciplinary themes of global significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>K-PS2 Motion and Stability: Forces and Interactions</td>
<td>1-PS4 Waves and Their Applications in Technologies for Information Transfer</td>
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<td></td>
<td>K-PS3 Energy</td>
<td>1-LS1 From Molecules to Organisms: Structures and Processes</td>
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<td></td>
<td>K-LS1 From Molecules to Organisms: Structures and Processes</td>
<td>1-LS3 Heredity: Inheritance and Variation of Traits</td>
</tr>
<tr>
<td></td>
<td>K-ESS2 Earth’s Systems</td>
<td>1-ESS1 Earth’s Place in the Universe</td>
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<tr>
<td></td>
<td>K-ESS3 Earth and Human Activity</td>
<td>2-PS1 Matter and Its Interactions</td>
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<td></td>
<td></td>
<td>2-LS2 Ecosystems: Interactions, Energy, and Dynamics</td>
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<tr>
<td></td>
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<td>2-LS4 Biological Evolution: Unity and Diversity</td>
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<tr>
<td></td>
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<td>2-ESS1 Earth’s Place in the Universe</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2-ESS2 Earth’s Systems</td>
</tr>
<tr>
<td>Social Studies</td>
<td>IL Early Learning Standards for K-14</td>
<td>Illinois Social Science Standards for Grades 1-2 - Stage A</td>
</tr>
<tr>
<td>Technology</td>
<td>National Educational Technology Standards for Students</td>
<td></td>
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</tbody>
</table>

**Module Goals**

Essential Questions:

- What does it mean to be a responsible citizen in the world?
- What is social justice?
- What is international-mindedness?
- How does serving our local community have an impact on the international community?
- How do we know what we know? What is worth knowing?
- How are academic disciplines related to one another?

As a part of this module, candidates will understand that effective educators:

- Reflect and carry out the School of Education’s mission of professionalism in service of social justice in the school and the community by promoting human rights, reducing inequalities, and increasing the empowerment of society’s most vulnerable groups.
• Apply knowledge of policy and local, state, and national educational contexts to advocate with and for students and families.
• 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 a part of this module, candidates will:
• Utilize social participation structures, narrative, and questioning techniques consistent with those of their students. (3K)
• Provide opportunities to engage in rigorous inquiry-based authentic intellectual work. (3H, 5I) (IB)
• Promote critical thinking and problem solving within the context of their discipline and across disciplines. (3H, 5I) (IB)
• Apply strategies that address gaps in students' skills required for knowledge attainment while also recognizing and accounting for students' prior knowledge. (1H, 1I, 1L, 3I, 3J, 3K, 3M, 3P, 5I)
• Empower students by providing opportunities to challenge the status quo and inequalities.
• Incorporate verbal and written discourse that is stereotype-free, person first, and acknowledges and honors the inherent equality among diverse learners and communities. (9I)
• Communicate effectively with a wide range of educational professionals, parents and guardians, as well as community members and organizations to benefit student development. (8H, 8I, 9L) (IB)
• Collaborate with a wide range of professionals and community members to provide an appropriate and equitable education for students. (8H, 8I, 8S, 9F, 9N) (IB)
• Actively listen to better understand the needs of others. (8R)
• Discern the most appropriate actions needed to serve the best interests of diverse students and families. (8H, 9Q)
• Adopt strategies to stay informed of current IB innovations and connect with other schools and educators in the broader IB network. (IB)
• Plan instruction to support students' structured inquiry into global issues to inspire inter-cultural awareness and international mindedness. (2K) (IB)
• Design authentic assessments and rubrics to measure the multiple facets of student achievement, including social, cultural, inter-cultural and linguistic. (IB)
• Involve students in self-reflection and self-assessment in the various areas of student achievement to support identity exploration. (7L) (IB)
• Collaborate to build and sustain a classroom and school environment that incorporates and values cultural, inter-cultural, linguistic and global diversity and issues. (1K, 7M, 8J) (IB)
• Engage in different ways of knowing within or across various disciplines. (2J) (IB)
• Incorporate the fine and performing arts into transdisciplinary/interdisciplinary units of instruction. (IB)

IDEA Objectives:
• Gaining factual knowledge (methods)
• Learning to apply course materials
• Developing specific skills, competencies, and points of view needed by professionals in the field
Dispositions Assessment:
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, fairness and/or the belief that all students can learn. The specific disposition or dispositions for each course are listed on this syllabus and the descriptions for the expected behaviors for the disposition(s) can be found on the rubric posted in LiveText for this course.

- demonstrating that teaching is a complex practice with inherently political and ethical implications (9F)
- engaging in advocacy efforts grounded in ethical convictions that promote social justice and affect policy design and implementation. (9Q) (IB)
- valuing diversity and advocating for all students, particularly those from populations that are historically disenfranchised, underserved and/or overrepresented (including, but not limited to race, ethnicity, culture, language, SES, immigration status, exceptionality, ability, sexual orientation, gender, gender identity). (1A, 9F, 9R) (IB)
- valuing and promoting curiosity, creativity, and life-long learning in students. (IB)
- demonstrating the critical importance and need for teacher leadership in and across classrooms, schools, districts, communities, and in local, national and international educational organizations. (IB)

IL-LUC-DISP.1 Professionalism
IL-LUC-DISP.2 Fairness
IL-LUC-DISP.3 All Students Can Learn

Disposition Rubric

<table>
<thead>
<tr>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
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<tr>
<td><strong>Demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication</strong></td>
<td>Candidates report to class or field sites early, are dressed in professional attire, and are prepared for course activities. Candidates proactively communicate to faculty and others directly impacted about potential issues of attendance, participation or assignments, and</td>
<td>Candidates report to class or field sites on time, are dressed in professional attire, and are prepared for the activities of the course as described in the syllabus. Candidates initiate communication with faculty and others directly impacted when an issue of</td>
</tr>
<tr>
<td><strong>Demonstrating that teaching is a complex practice with inherently political and ethical implications</strong></td>
<td>Candidates contribute to and support school-wide efforts to change ineffective or unjust practices.</td>
<td>Candidates question inequities in classroom practices and adopt practices that create opportunities for all students and use the ethical guidelines of conduct matching.</td>
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<tr>
<td><strong>Engaging in advocacy efforts grounded in ethical convictions that promote social justice and affect policy design and implementation</strong></td>
<td>Candidates make efforts to contribute to and support school-wide efforts to change ineffective or unjust practices.</td>
<td>Candidates question inequities in classroom practices and adopt practices that create opportunities for all students.</td>
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<tr>
<td><strong>Valuing diversity and advocating for all students, particularly those from populations that are historically</strong></td>
<td>Candidates contribute to and support school-wide efforts to promote diversity and advocate for</td>
<td>Candidates engage in practices that emphasize the strengths of diverse.</td>
</tr>
<tr>
<td>disenfranchised, underserved and/or overrepresented (including, but not limited to race, ethnicity, culture, language, SES, immigration status, exceptionality, ability, sexual orientation, gender, gender identity)</td>
<td>populations who are underserved and/or overrepresented</td>
<td>populations</td>
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| Valuing and promoting curiosity, creativity, and lifelong learning in students | Candidates subscribe to the philosophy that creativity and curiosity facilitates learning and assume responsibility for facilitating instructional activities that foster students’ creativity and curiosity | Candidates consider creativity and curiosity to be important learning outcomes and employ instructional opportunities that guide students in developing a curiosity in learning and endorse students’ creativity | Candidates recognize that creativity and curiosity play a role in learning, but fail to develop instructional opportunities that allow for curiosity and creativity |

| Demonstrating the critical importance and need for teacher leadership in and across classrooms, schools, districts, communities, and in local, national and international educational organizations | Candidates aid in developing an effort to enhance the education profession | Candidates join in opportunities that contribute to the education profession (i.e. engage in school change efforts, community programs, participate in professional organizations) | Candidates communicate in writing or orally the importance of teachers’ perspectives in the profession of education, but fail to engage in opportunities to contribute to the profession |
**Grading Policy & Scale:**
The final grade is based upon the completion of course requirements, as weighted above and following this scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>93%</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90%</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87%</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83%</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80%</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77%</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73%</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70%</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>67%</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>63%</td>
<td>63-66</td>
</tr>
<tr>
<td>F</td>
<td>62% and Below</td>
<td>0-62</td>
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**Attendance:**
- Arrive promptly and maintain excellent attendance records. Candidates are expected to attend every module session for the scheduled duration as to maintain consistency for students and school professionals. Ask your professor and classroom teacher(s) how they wish to be contacted regarding any special circumstances. Make arrangements and notify everyone involved before a scheduled absence.
- Inform your professor and classroom teacher(s) ahead of time – by phone message or email if possible if you must be absent. If there is an emergency, contact your professor as soon as reasonably possible afterward. After missing a day of the module, it is necessary to contact your professor.
- Assignments are due on the dates listed on course calendar unless permission to hand them in late is given. Be sure to follow the policies of your specific professor of each module as it relates to policies on assignments.

**Module Assignments**
- **Module Participation: 10% of final grade**
Candidates are expected to consistently and actively participate in all class activities in discussions. Since much of this module takes place in a school, candidates are expected to dress and act professionally. They must arrive on time and stay for the duration of the class session. Class sessions will build directly on assigned readings; candidates must come to class having read all assigned texts and articles, as well as completing a reader response.
CLASS ratings will be considered in module participation grades.
The following guidelines for participation will be considered in the module grades.

*Professional Attitude and Demeanor Part I*

- □ 4-Always prompt and regularly attend sessions.
- 2-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
- 4-Always prepared for sessions with assignments and required materials.
- 2-Rarely unprepared for sessions with assignments and required materials.
- 0- Often unprepared for sessions with assignments and required materials.

Level of Engagement in Class
- 4-Always a willing participant. Contributes by offering ideas and asking questions in sessions, small groups and the whole class.
- 2- 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
- 4- Often cite from readings; use readings to support points.
- 2- Occasionally cite from readings; sometimes use readings to support points.
- 0- Rarely cite from readings; rarely use readings to support points.

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

- **Transdisciplinary/Interdisciplinary Curriculum Unit: 40% of final grade**
  Candidates, with the support of their cooperating teacher, will develop a standards-based unit using the Understanding by Design framework. This UbD unit will include, at minimum, five science-specific, literacy-focused lesson plans. This unit should align with the classroom unit or project observed during the modules and must be influenced by student interest and experiences. The lesson plans must include literacy instruction within a science unit. Candidates must also provide evidence of the effective use of technology, suitable to instructional goals and to enhance teaching and learning. Candidates should provide evidence of the application of the principles of Universal Design for Learning in all areas of the unit plan.

- **Lesson Implementation and Reflection: 20% of final grade**
  Teacher candidates will be observed for three lessons taught during the curriculum unit. Candidates should submit a detailed lesson plan for each of these three lessons. After the lesson, candidates will submit a reflection on lesson implementation.

- **Digital Presentation: 20% of final grade**
  Teacher candidates use their analysis of their unit, samples of student work and further research to develop a digital presentation (ie. PowerPoint, Prezi, etc.) to present to peers, co-teacher educators, other school professional personnel and university faculty. The digital presentation will focus on lessons learned from teaching. Candidates should include a self-assessment of the unit. Candidates will then reflect formally, in writing, on the instruction after analysis of the data and indentify areas to develop further.
Candidates will select one of the six IB transdisciplinary themes of global significance, explore it in depth, link standards and assessments across the content areas of science, social studies, and technology in grades PK-2, creating a curriculum map.

Module Readings
8 hour video series—Learning Science through Inquiry by Annenberg Learner
http://www.learner.org/workshops/inquiry/videos.html#

“How to Read the Next Generation Science Standards” Published on Next Generation Science Standards

“The Evidence Base for Social Studies: Inquiry-Based Learning” Ohio State Board of Education.


***Note that this book is available for free download at www.nap.edu

Additional Readings will be posted to Sakai.

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.

Technology
Teacher candidates are expected to use technology in the preparation of their work for this module, but are also expected to incorporate it into their lessons that they prepare for students when appropriate. Candidates will likely use the resources available from the International Baccalaureate site: www.ibo.org. Some of the technologies they will use to manage their own learning will include Blackboard and LiveText.

Diversity
This module calls on candidates to meet the needs of diverse learners, as does the previous module (6.1), but also requires them to make diversity the substance of the content that they will teach. The unit that they develop with the cooperating teacher educator and their peers will be transdisciplinary or interdisciplinary and therefore will incorporate a diversity of content. In this way,
Module 6.2 offers an opportunity to apply the candidates’ understanding of diversity on multiple levels.

**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. 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/

**EthicsLine Reporting Hotline**
Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. You may file an anonymous report here on-line or by dialing 855-603-6988. (within the United States, Guam, and Puerto Rico)

The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member’s ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others.

www.luc.edu/ethicsline

**Electronic Communication Policies and Guidelines**
The School of Education faculty, students and staff respect each other’s rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at: http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf http://www.luc.edu/media/lucedu/education/pdfs/SOE_Netiquette_Guidelines.pdf