TLSC 350: Teaching and Learning with a Global Framework
Sequence 6: Integrating Content, Cultures and Communities

School of Education, Loyola University Chicago
Spring Semester 2015

Instructor Information
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Module Information
Dates: February 7 – April 2, 2015
Days: Tuesdays & Thursdays
Times: 8am–12pm
On-Campus Location: Cuneo 103
School-Site Location: 146 Senn High School, 5900 North Glenwood Ave, Chicago IL

Module Description
Teacher candidates work with PreK-12 teachers to develop and implement a transdisciplinary/interdisciplinary curriculum unit with a service component, preparing candidates to teach in schools that offer an International Baccalaureate program. Teacher candidates observe teaching and learning in PYP, MYP, or DP IB classrooms understanding how family and community engagement and the integration of service to families and communities connects with IB curricula in their area of certification. Teacher candidates then co-plan and co-teach a three-week unit with an IB cooperating teacher educator. The unit needs to be transdisciplinary or disciplinary with interdisciplinary connections (including the arts) and 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 use this analysis of their unit, samples of student work, and further research to develop a poster to present to peers,
cooperating teacher educators, other school professional personnel, and university faculty.

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

**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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<tbody>
<tr>
<td>A</td>
<td>93%</td>
<td>93-100</td>
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<tr>
<td>A-</td>
<td>90%</td>
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<td>B+</td>
<td>87%</td>
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<tr>
<td>B</td>
<td>83%</td>
<td>83-86</td>
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<tr>
<td>B-</td>
<td>80%</td>
<td>80-82</td>
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<tr>
<td>C+</td>
<td>77%</td>
<td>77-79</td>
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<tr>
<td>C</td>
<td>73%</td>
<td>73-76</td>
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<tr>
<td>C-</td>
<td>70%</td>
<td>70-72</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 syllabi 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:

### World Studies Research Project: 30 points

- Individually or with a partner, students will design a web-based research project on a topic in world studies for middle or high school students. Students will also prepare and deliver a presentation of their world studies research project to the class. Courses in world studies use the social sciences to examine both historical and/or contemporary social events and issues. The project should offer middle or high school students an opportunity to use technology to deepen their understanding of particular places, concepts, events, and/or issues related to a topic within world studies. Standards addressed by this assignment: NCSS 1.1, 1.3, 1.4, 1.5, 1.8 & 1.9; ILCAS: SS 1; IPTS: 1, 4 & 8; ITS: 2, 3, 7 & 8; CF: 5.

### Classroom Practice Reflective Journals: 20 points

- Students will write bi-weekly reflections of 250 to 500 words. Journal entries should focus on applying course readings and relevant class discussions to classroom experiences. Students can choose to respond to prompts given in class or one of their own. Reflections should discuss students’ experiences, observations, and intellectual and professional growth in relation to teaching and learning social
Reflective journals will be submitted bi-weekly over the course of the module. Standards addressed by this assignment: IPTS: 1, 4, 8 & 10; CF: 1, 4 and 5.

**Digital Presentation: 10 points**
- Teacher candidates use their analysis of their unit, samples of student work and further research to develop a digital presentation (i.e., 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 with a global framework. Candidates should include a self-assessment of the unit using the LUC SOE conceptual framework and IB criteria.

**Transdisciplinary/Interdisciplinary Curriculum Unit: 20 points**
- Teacher candidates develop a unit drawn from the sequence summative assessment (year-long MYP social studies course plan) with interdisciplinary connections, including the arts, in an IB setting. Candidates will be required to address the criteria used to plan IB interdisciplinary curriculum unit for an MYP (6-8 or 9-10) setting. Standards addressed by this assignment: NCSS: 2.1, 2.3 or 2.5; IPTS: 1, 2, 3, 4, 5, 6, 7 & 8; ILCAS: SS 1; ITS: 3.

**Sequence Summative Assessment: 10 points**
- After completing the modules in this sequence, teacher candidates will apply their understanding of the research and practice in their area of specialization to design a year-long curriculum plan (two semesters, 36 weeks) for a high school social studies courses in the area of designation (history, civics, or psychology) that includes transdisciplinary or interdisciplinary connections and the integration of technology. The curriculum plan will include a description of the content and skill focus, required materials including text and technology resources, classroom expectations, a comprehensive assessment plan and a full description of the overall course summative assessment(s). The plan will also include a year-long calendar with unit descriptions, unit standards, and descriptions of unit summative assessments. Standards addressed by this assignment: NCSS: 2.1, 2.3 or 2.5; IPTS: 1, 2, 3, 4, 5, 6, 7 & 8; ILCAS: SS 1; ITS: 3.

**Module Participation: 10 points**
- 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.
Required Texts:


*Other required readings will be posted to the course Sakai site.*

Course Websites

- Sakai – https://sakai.luc.edu/portal/site/TLSC_340_005_5914_1152/
- LiveText – www.livetext.com
- Social Studies Resources - https://sites.google.com/site/teachingsocialsciences/
- Senn High School – www.SennHS.org

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](http://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 that 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

Dispositions
Over the course of TLLSC, candidates are expected to develop a set of professional dispositions that serve as foundational to successful teaching. These dispositions, Professionalism, Fairness, and the Belief that all students can learn, are indicators of growth for different levels in the program. Your behavior and work will be considered as evidence of your disposition in these areas. These dispositions will be assessed in the sequence using the below rubric. An “unacceptable" score in any disposition will be addressed in a meeting between the instructor and candidate and may result in the creation of a remediation plan or further interventions.

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

Disposition Rubric

<table>
<thead>
<tr>
<th>Demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
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<tbody>
<tr>
<td>Candidates report to class or field sites early, are dressed in professional attire, and are prepared for course activities. Candidates proactively</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</td>
<td>Candidates repeatedly report to class or field sites late, or fail to make up absences, are dressed unprofessionally, or are repeatedly unprepared for class activities. Candidates do not respond to faculty</td>
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<td>Demonstrating that teaching is a complex practice with inherently political and ethical implications</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 creates opportunities for all students and use the ethical guidelines of</td>
<td>Candidates only communicate that teaching requires them to take both ethical and political stances in their practice, but fail to take action</td>
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<td>Communicate to faculty and others directly impacted about potential issues of attendance, participation or assignments, and provide solutions to address the issue or attempt to resolve the issue independently. Candidates use appropriate tone, word choice, and etiquette when interacting with faculty, co-teachers, peers, and students.</td>
<td>Described in the syllabus. Candidates initiate communication with faculty and others directly impacted when an issue of attendance, participation or assignments arises, accept constructive feedback and initiate changes to improve performance. Candidates use appropriate tone, word choice, and etiquette when interacting with faculty, co-teachers, peers, and students.</td>
<td>Communication concerning issues of attendance, participation or assignments within 48 hours, and/or use inappropriate tone, word choice and etiquette when interacting with faculty, co-teachers, peers, or students.</td>
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<td>Engaging in advocacy efforts grounded in ethical convictions that promote social justice and affect policy design and implementation</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 creates opportunities for all students</td>
<td>Candidates only communicate that teachers must advocate for and act upon convictions to promote social justice</td>
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<td>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)</td>
<td>Candidates contribute to and support school-wide efforts to promote diversity and advocate for populations who are underserved and/or overrepresented</td>
<td>Candidates engage in practices that emphasize the strengths of diverse populations</td>
<td>Candidates only communicate that teachers need to value student diversity or only focus on student deficits</td>
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<td>Valuing and promoting curiosity, creativity, and life-long</td>
<td>Candidates subscribe to the philosophy that creativity and curiosity play a role in learning, but fail to</td>
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<td>learning in students</td>
<td>curiosity facilitates learning and assume responsibility for facilitating instructional activities that foster students’ creativity and curiosity</td>
<td>important learning outcomes and employ instructional opportunities that guide students in developing a curiosity in learning and endorse students’ creativity</td>
<td>develop instructional opportunities that allow for curiosity and creativity</td>
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<td>Demonstrating the critical importance and need for teacher leadership in and across classrooms, schools, districts, communities, and in local, national and international educational organizations</td>
<td>Candidates aid in developing an effort to enhance the education profession</td>
<td>Candidates join in opportunities that contribute to the education profession (i.e. engage in school change efforts, community programs, participate in professional organizations)</td>
<td>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</td>
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