

**CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS**

**PROFESSIONAL TEACHER PREPARATION  
PROGRAM PROPOSAL**

**SINGLE SUBJECT TEACHING CREDENTIAL PROGRAM**



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## **Program Standard 8: Pedagogical Preparation for Subject-Specific Content Instruction**

*In the subject to be authorized by the Single Subject Teaching Credential, the professional teacher preparation program provides substantive instruction and supervised practice that effectively prepare each candidate for an SS Credential to plan and deliver content-specific instruction that is consistent with (1) the state-adopted academic content standards for students and/or curriculum framework in the content area, and (2) the basic principles and primary values of the underlying discipline. The program provides multiple opportunities for each SS candidate (1) to apply the Teaching Performance Expectations (TPEs) in Appendix A to instruction in the subject to be authorized by the credential, and (2) to learn, practice and reflect on the specific pedagogical knowledge and skills that comprise the Commission adopted subject-specific TPEs. In the program, each SS candidate demonstrates basic ability to: plan and organize instruction to foster student achievement of state-adopted K-12 academic content standards for students in the subject area; use instructional strategies, materials, technologies and other resources to make content accessible to students; and interrelate ideas and information within and across major subdivisions of the subject.*

### ***Program Elements for Standard 8-B: Pedagogical Preparation for Subject-Specific Content Instruction by Single-Subject (SS) Candidates***

#### **Response**

Candidates in the single subject credential content disciplines of mathematics, science, history-social science, and English are prepared to plan and deliver effective instruction in their subject-specific areas. Throughout the core program courses, within the subject-specific methods courses, and in corresponding fieldwork and student teaching experiences candidates receive multiple opportunities to create lesson plans that are aligned to the state-adopted content standards and curricular frameworks in the content area. In each of the content specific methods courses (EDSS 531, 532, 533, 534 & EDSS 541, 542, 543, & 544) candidates' understandings of the structure of the discipline along with the basic principles and values of the discipline is reinforced.

Every course in the program has assignments aligned to the TPEs and these relationships are made explicit in the course syllabi. Each candidate has multiple opportunities to learn, practice and reflect on their understandings of the TPEs.

Beginning in EDSS 530: General Secondary Methods, all candidates learn the basics of lesson planning in relation to their content area, learn basic instructional strategies and assessment techniques, and learn about available technological and multiple media resources to plan effective lesson plans that maximize student engagement and student learning.

All single subject candidates enroll in a content methods (531/541 = math; 532/542 = science; 533/543 = English; 534/544 = History/Social Science) course concurrently with EDSS 530. The courses are created to complement each other while the content methods course focuses exclusively on disciplinary perspectives of teaching.

The sequence of two methods courses in the discipline (531/541 = math; 532/542 = science; 533/543 = English; 534/544 = History/Social Science) are designed to build upon and reinforce concepts and strategies at the middle and high school levels.

In each disciplinary subject matter credential, candidates will complete two eight-week terms of full-time student teaching (EDSS 575 and EDSS 585). During these student teaching experiences all candidates will regularly write lesson plans that will be evaluated by the cooperating teacher and university supervisor. Additionally, each candidate will have the opportunity to practice the theory-based information covered in the content methods courses.

The following submission pertains to the addition of the History/Social Science Credential to the existing Single Subject Credential Program in math, sciences, and English at CSU Channel Islands.

**8B(c) History-Social Science. During interrelated activities in program coursework and fieldwork, SS history/social science candidates learn and practice ways to (1) state-adopted K-12 academic content standards for students in history while helping students to use history-social science analysis skills at intermediate and advanced levels; (2) apply social science concepts to historical issues and enrich the study of history through in-depth case studies, historical literature, and cross-cultural activities; (3) encourage civic participation through studies of democratic civic values and constitutional principles; (4) deal honestly and accurately with controversial issues in historical or contemporary contexts; (5) discuss important roles of religion in world and United States history without bias; (6) incorporate a range of critical thinking skills and academic study skills into social studies instruction; and (7) utilize active forms of social science learning with all students, including simulations, debates, research studies and cooperative projects.**

The Standard is met and evidenced in the following course syllabi found in the Appendix: EDSS 534; EDSS 544.

Single subject history-social science credential candidates complete a two course content methods sequence: EDSS 534—Teaching Social Studies in Middle Schools, and EDSS 544—Teaching Social Studies in High School. Framing social studies as a field of inquiry, a set of critical thinking skills, and preparation for engaged citizenry, the two-course sequence mirrors the approaches recommended by the California History-Social Science Framework.

With regard to learning and practicing “state-adopted K-12 academic content standards for students in history while helping students to use history-social science analysis skills at intermediate and advanced levels,” in these courses, candidates are given multiple opportunities to create units and lessons, experiment with pedagogies, and devise activities that are explicitly aligned with California’s 6-12 academic content standards in history-social science. Both courses begin with a survey and analysis of the state framework, lesson models, and national standards in History-Social Science. Surveying the skills delegated to social studies content, the courses demonstrate to preservice teachers how to scaffold learning opportunities for middle and high school students in such areas as the interrogation of primary source documents, the detection of bias, analysis of maps and globes, investigations of chronology and causal relationships in history, the representation of information in graphs, and the development of critical thinking.

Candidates use TaskStream (a web-based learning management tool) to construct units and lessons that meet specific content standards for grades 6-12. In EDSS 534, candidates write and revise two lesson plans that address social studies content standards for the grade level they will teach and analyze and prioritize their choices among a range of auxiliary curricular materials aligned with the state framework. In EDSS 544, three course assessments are aligned with this objective. Candidates complete a detailed unit plan, two formal lesson plans, and a revised unit plan (based on instructor and cooperating teacher feedback). In addition, candidates in EDSS 544 are required to present their analysis and adaptation of state-approved textbooks and demonstrate how they meet the literacy and content needs of students in their grade level. Both courses conclude with an electronic portfolio in which candidates must show how their content and methods specifically address state standards in the social sciences.

To meet the expectations of “apply[ing] social science concepts to historical issues and enrich the study of history through in-depth case studies, historical literature, and cross-cultural activities,” EDSS 534 devotes an entire session to preparing candidates to teach students to evaluate primary source documents and another session to how teachers may infuse literature into social studies (and vice versa) in Humanities courses. Likewise, EDSS 544 has several sessions that focus on writing across the curriculum, developing research projects, and using libraries, field trips, and guest speakers to diversify content and multicultural perspectives on it.

“Encourag[ing] civic participation through studies of democratic civic values and constitutional principles” is explicitly addressed in EDSS 544 during session 4 in which attention is focused on how social studies classrooms may be constructed to produce a critical, engaged citizenry. It is also specifically addressed in session 1 when the grade 12 “Principles of American Democracy” content is explored in depth.

Candidates learn and practice ways to “deal honestly and accurately with controversial issues in historical or contemporary contexts,” EDSS 534 devotes an entire session to teaching for citizenship and social justice in which candidates survey and analyze various curricula that frame social studies as preparation for an engaged multiculturalism. EDSS 544 also meets this expectation by dedicating one session to teaching current events, and another to how a teacher may prepare students to discuss divisive issues both in the current context and in specific historical eras.

Candidates’ abilities to “discuss important roles of religion in world and United States history without bias” is directly addressed in EDSS 534 in session 10 wherein candidates examine state education code language and local district mandates regarding the difference between teaching *about* religion and the teaching *of* religion and then critique various approaches that either meet or violate such ethical restrictions.

EDSS 534 “incorporate[s] a range of critical thinking skills and academic study skills into social studies instruction” in two adjoining sessions. These skills include but are not limited to: bias detection, economic agenda analysis, map & globe skills, evaluating internet sources, charting time and chronology, cooperative work skills, and graphic organizing and informational display skills. For each of the unit and lesson plans candidates must submit (and revise based on instructor and cooperating teacher feedback), skills-based approaches are required. Though the development of knowledge of past events is crucial to how such assignments will be assessed in EDSS 534 and 544, candidates will be expected to demonstrate throughout the two-course sequence how they incorporate skill development into their teaching and assessing.

To ensure candidates can “utilize active forms of social science learning with all students, including simulations, debates, research studies and cooperative projects,” considerable attention is paid (two full sessions) in EDSS 534 to developing candidates’ discussion-leading and question-asking skills. Likewise, EDSS 544 has three sessions devoted to experimenting with various proven teaching methods that include: learning centers, problem-based learning, debates, simulations, mock trials, role-plays, plays, and re-enactments. In their unit and lesson planning assignments, candidates must demonstrate the capacity to innovate and invigorate their pedagogy beyond mere lecture and discussion by incorporating these active forms of social studies learning.

When it comes to evaluating candidates’ progress in meeting these goals, as mentioned above, both courses require lesson plans and synthesizing/reflective portfolios as core assessments. In the middle school course (EDSS 534), candidates also prepare annotated reviews of online resources for students, construct a series of objective-driven assessments, and develop a prioritized and rationalized list of auxiliary curricula they intend to use in their teaching. In the high school course (EDSS 544), candidates create a detailed unit plan, an annotated review of online resources for teachers, a critiqued and improved research project (one they find and then augment based on the theories and techniques explored in the course), and a revised and expanded unit plan (taking what they have created and taught then reflecting on its assets and liabilities in order to chart improvement). Course assessments include unit plans, lesson plans, annotated reviews of online resources, reflective e-Portfolios, and adaptations/revisions of “canned” curricula available through publishers and web-based sources. Students will also review, select, and prioritize with rationale how they would spend a specific budget on auxiliary teaching materials for their social studies course. Throughout all assignments, the focus will be on the development or adaptation of innovative curricula that inspires learning, meets standards, incorporates technology, and specifically addresses the needs of diverse learners.

## THE SINGLE SUBJECT TEACHING CREDENTIAL PROGRAM

EDSS	530	General Secondary School Methods (3)
EDSS	550	Access to Learning: English Language Learners (2)
EDSS	560	Access to Learning: Special Needs Learners (2)
EDSS	570	Field Experience Middle School (Part-time program only) (1)
EDSS	571	Student Teaching Seminar-Middle School (2)
EDSS	575	Student Teaching Middle School (6)
EDSS	580	Field Experience High School (Part-time program only) (1)
EDSS	581	Student Teaching Seminar-High School (2)
EDSS	585	Student Teaching High School (6)

Students take **two** courses from one of the following subject matter areas: mathematics, science, English, or history/social studies:

*Students seeking a single subject credential in mathematics take the following courses:*

EDSS	531	Teaching Mathematics in Middle Schools (3)
EDSS	541	Teaching Mathematics in High Schools (4)

*Students seeking a single subject credential in science take the following courses:*

EDSS	532	Teaching Science in Middle Schools (3)
EDSS	542	Teaching Science in High Schools (4)

*Student seeking a Single Subject Credential in English take the following courses:*

EDSS	533	Teaching English in Middle Schools (3)
EDSS	543	Teaching English in High Schools (4)

*Student seeking a Single Subject Credential in History/Social Studies take the following courses:*

EDSS	534	Teaching Social Studies in Middle Schools (3)
EDSS	544	Teaching Social Studies in High Schools (4)

**CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS  
SCHOOL OF EDUCATION  
TEACHING CREDENTIAL PROGRAM**

**EDSS 534  
Teaching Social Studies in Middle Schools**

**Fall, 2009**

Instructor:	Dr. Eric Toshalis
Office:	Bell Tower East, 2840
Telephone:	805.437.3304
Email:	eric.toshalis@csuci.edu
Class Meeting Time:	Mon/Weds, 4:30-7:20
Class Meeting Location:	
Office Hours:	
Course Website:	accessed through csuci.blackboard.com

**COURSE DESCRIPTION**

Course prepares single subject credential candidates to teach social studies content in middle school classrooms. Primary emphases include the state standards, instructional techniques, and curricular materials commonly used to promote academic achievement in California's multicultural social studies classrooms. Methods to reach and teach English language learners and students with special needs are also highlighted.

**COURSE EMPHASES**

Education must enable one to sift and weigh evidence, to discern the true from the false, the real from the unreal, and the facts from the fiction. The function of education, therefore, is to teach one to think intensively and to think critically.

— Rev./Dr. Martin Luther King, Jr.

The course is designed to identify the unique intellectual, social, and political contributions of the social sciences and it advocates for a social justice orientation when teaching in this content area. Specific consideration in EDSS 534 is given to the distinct developmental needs of sixth, seventh, and eighth grade learners. A majority of the course focuses on the objectives, instructional techniques, and curricular materials commonly used to promote academic achievement in social studies classrooms. Attending to the national/state/district standards that are intended to guide teachers' curricular decision-making, the course moves from macro-level analyses of frameworks to meso-level analyses of state-adopted textbooks. Using this as a foundation, students then plan instruction using an array of pedagogical techniques ideally suited for daily social studies teaching with middle school students. Certain curricular materials, assessment practices, cooperative learning activities, and classroom management techniques that are ideally suited to social studies teaching are demonstrated. Special attention is given to the needs of students who have been marginalized by their schooling experiences based on their culture, ethnicity, gender, linguistic heritage, race, socioeconomic level, and/or sexual orientation, and the tenets of culturally responsive pedagogy are woven throughout the course. Methods to reach and teach English language learners and students with special needs are also highlighted.



## **CSUCI MISSION STATEMENT**

Placing students at the center of the educational experience, California State University Channel Islands provides undergraduate and graduate education that facilitates learning within and across disciplines through integrative approaches, emphasizes experiential and service learning, and graduates students with multicultural and international perspectives.

## **PREREQUISITE(S)**

Prior admission into the Single Subject Credential Program and concurrent enrollment in a middle school field placement are required.

## **ALIGNMENT OF STANDARDS FOR EDUCATOR DEVELOPMENT TO FOSTER STUDENT LEARNING**

In our preparation of professional educators, the faculty in the School of Education at CSUCI have given extensive consideration to the alignment of professional standards and assessments as articulated by professional associations, certification agencies, and learned societies. In particular, this course aligns with standards established by the National Council for the Accreditation of Teacher Education (NCATE) and the California Commission on Teacher Credentialing (CCTC). For a complete listing of which specific CTC standards are aligned and emphasized in this course, please refer to the course website.

## **TEACHER PERFORMANCE EXPECTATIONS (TPE) COMPETENCIES**

This course is designed to help students seeking the Single Subjects Credential develop the skills, knowledge and attitudes necessary to assist schools and districts in implementing an effective program for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. The following TPEs are addressed in this course:

- TPE 1: Specific Pedagogical Skills for Subject Matter Instruction
- TPE 2: Monitoring Student Learning During Instruction
- TPE 3: Interpretation and Use of Assessments
- TPE 4: Making Content Accessible
- TPE 5: Student Engagement
- TPE 6: Developmentally Appropriate Teaching Practices
- TPE 7: Teaching English Learners
- TPE 9: Instructional Planning
- TPE 10: Instructional Time
- TPE 11: Social Environment
- TPE 12: Professional, Legal, and Ethical Obligations
- TPE 13: Professional Growth

## **STUDENT OUTCOMES**

This is a required course for students seeking a History/Social Studies Single Subject Credential. Upon completion of the course, students will be able to:

- Articulate the unique contributions of and methods in the social sciences.
- Demonstrate the ability to teach the state-adopted academic content standards for students in history-social science (grades 6-8).

- Design lesson plans that target middle school learners using a variety of research-based pedagogical strategies.
- Identify and begin practicing specific techniques and dispositions that optimize learning for all students, specifically those who are often marginalized, minoritized, and disserved by teachers and schools due to their culture, ethnicity, gender, linguistic heritage, race, socioeconomic level, and/or sexual orientation.
- Organize the scope and sequence of annual, semester, quarterly, and unit plans of instruction specifically catered to social studies learning.
- Use research-proven techniques to promote the academic achievement of students with special needs, including those identified as SPED, EL, and/or GATE.
- Triangulate the rationale for their instructional choices by referencing specific state standards, district and/or school frameworks, and the particular needs of their students.
- Locate and evaluate an array of social studies teaching resources available in print, digital, and multimedia formats.
- Identify, critique, and innovate a series of assessment techniques that enhance teachers' capacity to measure achievement and chart progress in their classroom.
- Implement cooperative learning activities in their instructional planning in a manner that promotes the social, intellectual, and political development of students, and makes learning fun.
- Use timelines and maps to give students a sense of temporal and spatial scale, and help students understand events and periods from multiple perspectives by using simulations, case studies, cultural artifacts, works of art and literature, cooperative projects, and student research activities.
- Teach students how social science concepts and themes provide insights into historical periods and cultures.
- Connect essential facts and information to broad themes, concepts and principles, and relate history-social science content to current or future issues.
- Teach students how cultural perspectives inform and influence understandings of history.
- Select and use age-appropriate primary and secondary documents and artifacts to help students understand a historical period, event, region, or culture from multiple perspectives.
- Ask questions and structure academic instruction to help students recognize prejudices and stereotypes.
- Create classroom environments that support the discussion of sensitive issues (e.g., social, cultural, religious, race, and gender issues), and encourage students to reflect on and share their insights and values.
- Monitor the academic development of students as they work to understand, debate, and critically analyze social science issues, data, and research conclusions from multiple perspectives.

## **STANDARDS FOR SUCCESSFUL COMPLETION OF COURSE**

1. Attend *every* session and respect your peers and professor by being on time, returning promptly from breaks, and remaining in class until its conclusion.
2. Participate actively, attentively, critically, and productively in all discussions and activities.
3. Demonstrate your commitment to teaching, learning, your students, and your peers by reading *all* assigned texts *prior* to each session.
4. Satisfactorily complete by the posted due dates each written assignment.

Due to the interactive and cumulative nature of courses in the Single Subject Credential Program, each student is expected to attend *every* session. Attendance will be taken. If you cannot attend a session, you must contact Dr. Toshalis by phone or email *prior* to the course meeting time to explain your circumstances. Participants who miss one session will be expected to complete a two-page brief that pertains to the content covered on the day of the missed session. Note that if you miss more than one session, it *will* negatively impact your grade, and students who miss more than two sessions will be advised to withdraw from the course.

## **STUDENTS WITH SPECIAL NEEDS**

Individuals who are differently abled in a way that may affect their ability to perform optimally in this course or at their school site are encouraged to inform Dr. Toshalis *at the start of the semester* with a written explanation. Students are also requested to contact Disability Accommodation Services at 805.437.8510 to document their disability and obtain support. Methods, materials, activities, and/or assignments will be modified in such cases in order to provide for equitable participation.

## **REQUIRED TEXTS**

- Banks, J. A., Banks, C. A. M., & Clegg, A. A. (1999). *Teaching strategies for the social studies: Decision-making and citizen action* (5th ed.). New York: Longman.
- *California History-Social Science Content Standards for Grades Six, Seven, and Eight* (download from <http://www.cde.ca.gov/be/st/ss/hstmain.asp>).
- *Expectations of Excellence: Curriculum Standards for Social Studies*, by the National Council for the Social Studies (available from NCSS Publications at 1.800.683.0812, order # BU890094).
- Kottler, E. & Gallavan, N. P. (2008). *Secrets to success for social studies teachers*. Thousand Oaks, CA: Corwin Press.
- *National Standards for Social Studies Teachers*, by the National Council for the Social Studies (download from <http://downloads.ncss.org/NCSSTeacherStandardsVol1-rev2004.pdf>).
- NMSA. (2003). *This we believe: Successful schools for young adolescents*. Westerville, Ohio: National Middle School Association.
- *Standards for History, Grades 5-12* (in both U.S. and World history), by the National Center for History in the Schools (download from <http://www.sscnet.ucla.edu/nchs/standards/>).
- TaskStream subscription, available at [www.taskstream.com](http://www.taskstream.com).

Note that additional articles and auxiliary materials will be announced, assigned, and posted on the course website eReserves for retrieval.

## **GRADING POLICIES**

See the CSUCI General Catalogue for grading policies that cover all courses. For EDSS 534 in particular, rubrics will be distributed or posted online for most assignments well before their due dates. All assignments, whether written or oral, will be assessed both for content (i.e., level of detail, logic of argument, synthesis of information, depth of analysis, pertinence to the topic, etc.) and for mechanics (i.e., grammar, spelling, format, adherence to APA style, transitions, clarity, etc.). Use of the writing center is highly encouraged. All written assignments must be submitted in hard copy (please, no email or fax submissions).

Individual assignments will receive substantive narrative feedback as well as a letter grade. There are three letter grades that submitted work may earn:

- A = “exemplary”
- B = “satisfactory”
- C = “unsatisfactory” or “revise & resubmit”

A and B grades are considered passing; C is not. No “plus” or “minus” grades will be given. If your work is unsatisfactory such that you receive a grade of C on any assignment, you have the option to negotiate with Dr. Toshalis the earliest possible re-submission date so as not to fall behind in the semester. If you choose not to revise and resubmit, the grade will remain a C. Failure to earn satisfactory or exemplary (i.e., A or B) marks on the majority of your work in EDSS 534 will result in a grade of C or lower, which does not meet basic expectations for admittance into CSUCI’s credential programs.

In general, all assignments must be submitted on their due dates. Late work will not be accepted. Should unpredictable life events interfere with your ability to complete an assignment on time, please contact Dr. Toshalis to discuss options *before* its due date.

All written assignments, unless otherwise notified, must adhere to the following format requirements:

- double-spaced text on 8.5 x 11” paper, stapled in the upper-left corner
- 12 point Garamond, Times, or Times New Roman font
- one inch margins on all four sides
- normal kerning and spacing
- each page numbered in the upper-right corner.

Please use APA format for all citations, quotations, and bibliographic material. In addition to consulting online APA guides posted on the course website, it is recommended that students either consult any of several printed APA guides available in the library reference area or purchase for themselves a guide to the APA style, such as:

- Houghton, P. M., Houghton, T. J., & Peters, M. F. (2005). *APA--the easy way*. Flint, MI: Baker College.
- Perrin, R. (2007). *Pocket guide to APA style* (2nd ed.). Boston: Houghton Mifflin.

There will be no tolerance for plagiarism or any other academic dishonesty. All policies detailed in the CSUCI catalog regarding consequences for academic dishonesty will be followed. In particular, papers with plagiarized ideas or language will be graded “NC” and must be rewritten with proper quotations and referencing if the student intends to pass the course for credit. The grade of “NC” will remain the recorded grade on that assignment. In cases where cheating or plagiarism was premeditated, students may receive an “NC” for the course.

## **COURSE ASSIGNMENTS**

### **Shopping Spree**

Imagine you have been given \$250 by your district to purchase curricula for your middle school social studies course. Your job is to survey an array of materials in print catalogs and online merchants and then decide which items you would want to buy. You will provide a listing of your purchases, the cost of each, and a rationale explaining why you believe each item would most promote student interest and achievement in social studies (at least a full detailed paragraph for each item), given the standards you are required to teach and the population of students in your classroom. If you want to triple the money allotted to you, you may write a 1-2 page grant proposal requesting \$500 from an outside funder. This request must be clear, compelling, and make direct links between how you intend to spend the money and what it will do for your students.

### **Annotated Review of Social Studies Websites Appropriate for Students**

From the list posted on the course webpage, you will analyze and write a one-paragraph review on each of three prominent websites relevant to social studies teaching and learning. You will also

search for, find, and review two others of your own choosing. Your annotated review will be posted on our course webpage for others to use in planning and implementing instruction. You will be given a rubric to make clear how the assignment will be assessed.

### **Lesson Plans (1 & 2)**

Using one of the methods modeled and/or discussed in class, you will construct two complete lesson plans using the CSUCI Formal Lesson Plan template. Details on what will be required in these lesson plans and a rubric for how they will be assessed will be provided. Lesson plan #1 should incorporate one or more of the skills (covered in sessions 5-7), and lesson plan #2 should demonstrate the implementation of a specific discussion strategy (covered in sessions 8 & 9).

### **Assessments**

To demonstrate your capacity to connect instruction with observable student learning, you will submit a collection of assessments that are aligned with the content you will be teaching later in the semester. Three components of this assignment are required:

1. homework assignment
2. unit test
3. culminating project or other example of “authentic assessment”

For each component, you will provide the actual document(s) you would give to the students and a narrative that explains what type of assessment it is, how it measures student learning, what is being assessed, and how it is aligned with your lesson/unit plan. You will be given a rubric to make clear how the assignment will be assessed.

### **Reflective e-Portfolio**

You will construct either a website or PowerPoint/Keynote presentation (both to be shared with your peers) that summarizes your understanding of several major components/themes of the course. Your product should be a synthesis of artifact analysis, self-critique, and collaboration, and should demonstrate not just what you have learned but how you intend to improve. Specifically, you will need to demonstrate how you addressed these six areas:

1. middle school learner issues
2. incorporation of national/state/district/CT standards into cohesive curricula
3. implementation of technology
4. preparation of students for critical citizenry
5. teacher research methods; classroom as laboratory

Your product should evidence the process of collection, selection, reflection, direction, and celebration. You will be given a rubric to make clear how the assignment will be assessed.

## **GRADE DISTRIBUTION**

Shopping Spree.....	10%
Annotated Review of Websites.....	10%
Lesson Plans.....	2 x 15% = 30%
Assessments.....	20%
Reflective e-Portfolio.....	30%

## **FINAL GRADE SCALE**

A = 90-100%      B = 80-89%      C = 70-79%      D = 60-69%      F = 0-59%

*Note: on the following two pages, the topics, assignments, and readings are subject to change with notice.*

## SCHEDULE

Wk	Date	Topics/Activities	Readings	Assignments
1	Session 1 Aug. ____	<b>Surveying the unique needs of middle school social studies students</b> <ul style="list-style-type: none"> <li>• <i>What makes middle school students and middle school social studies teaching distinctive?</i></li> <li>• Specific insights from the middle school movement</li> </ul>	<ul style="list-style-type: none"> <li>• NMSA (2003)</li> <li>• Lesko (2005)</li> <li>• San Antonio (2006)</li> </ul>	
	Session 2 Aug. ____	<b>Analyzing the national and state frameworks</b> <ul style="list-style-type: none"> <li>• <i>What is (supposed to be) taught in middle school?</i></li> <li>• Scrutinizing state-adopted textbooks, course models, and auxiliary materials</li> </ul>	<ul style="list-style-type: none"> <li>• NCHS &amp; NCSS standards</li> <li>• CA DOE framework</li> <li>• CA History-Social Science course models</li> <li>• Bain (2006)</li> </ul>	
2	Session 3 Sept. ____	<b>How to augment the textbook</b> <ul style="list-style-type: none"> <li>• <i>Besides the textbook, what curricula might we use?</i></li> <li>• TCI, SPLC, ESR</li> <li>• Interact, Jackdaws</li> <li>• Library of Congress</li> <li>• Literature, art, music</li> </ul>	<ul style="list-style-type: none"> <li>• Martorella, et al (2005), chp. 4.</li> <li>• Pettis-Renwick (2002)</li> <li>• Zinn (2003)</li> </ul>	
	Session 4 Sept. ____	<b>Using technology to enhance teaching</b> <ul style="list-style-type: none"> <li>• <i>How might we use various technologies to promote teaching and learning?</i></li> <li>• Using the document projector &amp; OHP</li> <li>• Incorporating digital archives</li> <li>• Webquests, scavenger hunts, virtual field trips &amp; museums, photo essays, research projects, electronic scrapbooks</li> <li>• Game &amp; review hardware</li> <li>• Record-keeping, grading software</li> </ul>	<ul style="list-style-type: none"> <li>• Kottler &amp; Gallavan (2008) chp. 10</li> <li>• NCSS articles on incorporating technology into social studies curricula (TBA)</li> </ul>	<ul style="list-style-type: none"> <li>• Shopping spree</li> </ul>
3	Session 5 Sept. ____	<b>Teaching social studies skills, part 1</b> <ul style="list-style-type: none"> <li>• <i>What skills are particularly well suited to social studies classrooms? How might we teach them?</i></li> <li>• Thinking skills</li> <li>• Economic skills</li> <li>• Map &amp; globe skills</li> <li>• Evaluating internet sources</li> </ul>	<ul style="list-style-type: none"> <li>• Banks, Banks &amp; Clegg (1999), chps. 3 &amp; 5</li> </ul>	<ul style="list-style-type: none"> <li>• Annotated review of online student-centered resources &amp; digital archives</li> </ul>
	Session 6 Sept. ____	<b>Teaching social studies skills, part 2</b> <ul style="list-style-type: none"> <li>• <i>What other skills might we teach?</i></li> <li>• Charting time and chronology</li> <li>• Cooperative work skills (SEL)</li> <li>• Graphic organizing</li> </ul>	<ul style="list-style-type: none"> <li>• NCSS &amp; CA content standards' sections on skill-building</li> </ul>	<ul style="list-style-type: none"> <li>• Bring to class an outline of what your CT intends to cover this year, this semester, and during your practicum</li> </ul>

wk	Session 7 Sept. ____	<b>Evaluating primary source documents</b> <ul style="list-style-type: none"> <li>• <i>How might we teach students to assess a document's claims and/or the originator's intention(s)?</i></li> <li>• Critically analyzing bias, agenda, social location, reliability, and veracity</li> <li>• The relevance of William Perry's theory of cognitive development</li> </ul>	<ul style="list-style-type: none"> <li>• Drake &amp; Nelson (2008), chp. 7</li> <li>• Online resources TBA</li> </ul>	
4	Session 8 Sept. ____	<b>Directed discussion techniques, part 1</b> <ul style="list-style-type: none"> <li>• <i>If lecturing often fails to inspire, how might we modify the didactic to make it dialogic?</i></li> <li>• The power of the question</li> </ul>	<ul style="list-style-type: none"> <li>• Drake &amp; Nelson (2008), chp. 8</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson Plan #1</li> </ul>
wk	Session 9 Sept. ____	<b>Directed discussion techniques, part 2</b> <ul style="list-style-type: none"> <li>• <i>Now that we can facilitate dialogue, how might we focus it so content is engaged and understood?</i></li> <li>• Guiding inquiry and getting out of the way</li> </ul>	<ul style="list-style-type: none"> <li>• Banks, Banks &amp; Clegg (1999), chp. 4</li> </ul>	
5	Session 10 Sept. ____	<b>Teaching about religion</b> <ul style="list-style-type: none"> <li>• <i>How can we address religion in the classroom without violating the First Amendment?</i></li> <li>• Preparing students to discuss religious issues in history and contemporary society</li> </ul>	<ul style="list-style-type: none"> <li>• ERIC document ED341613, "Moral and Civic Education and Teaching About Religion"</li> <li>• Review of online guides</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson Plan #2</li> </ul>
wk	Session 11 Oct. ____	<b>Assessments in social studies, part 1</b> <ul style="list-style-type: none"> <li>• <i>What are some typical and innovative ways to assess student learning in social studies classrooms?</i></li> <li>• How to assess learning (and teaching) beyond the worksheet</li> </ul>	<ul style="list-style-type: none"> <li>• Kottler &amp; Gallavan (2008), chp. 4</li> <li>• Marzano (2000), chps. 2 &amp; 3</li> </ul>	
6	Session 12 Oct. ____	<b>Assessments in social studies, part 2</b> <ul style="list-style-type: none"> <li>• <i>How can I prepare my students to pass standardized tests and simultaneously provide deeper engagement with complex issues?</i></li> <li>• How to use authentic assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Review websites on authentic assessment in social studies</li> </ul>	
wk	Session 13 Oct. ____	<b>Teacher research</b> <ul style="list-style-type: none"> <li>• <i>How can we keep learning about our students and improving our teaching methods?</i></li> <li>• Using your classroom as a laboratory for teaching improvement</li> <li>• The value of reflection</li> <li>• Reciprocal transformation</li> <li>• Innovation as progress</li> </ul>	<ul style="list-style-type: none"> <li>• Sharp (2003)</li> <li>• Chiseri-Strater &amp; Sunstein (2006)</li> </ul>	<ul style="list-style-type: none"> <li>• Assessments</li> </ul>
7	Session 14 Oct. ____	<b>Humanities in middle schools</b> <ul style="list-style-type: none"> <li>• <i>You mean we may have to teach literature and grammar too? How might we do this?</i></li> <li>• Weaving together History and English/Language Arts</li> </ul>	<ul style="list-style-type: none"> <li>• "Notable Social Studies Trade Books for Young People" (download at <a href="http://www.ncss.org/resources/notable/">http://www.ncss.org/resources/notable/</a>)</li> </ul>	
wk 8	Session 15 Oct. ____	<b>Teaching for citizenship and social justice</b> <ul style="list-style-type: none"> <li>• <i>How can our social studies classes help shape a more just, peaceful, and sustainable world?</i></li> <li>• Social studies as preparation for an engaged multiculturalism</li> </ul>	<ul style="list-style-type: none"> <li>• Crocco (2001)</li> <li>• Hyland (2005)</li> </ul>	<ul style="list-style-type: none"> <li>• Reflective e-Portfolio</li> <li>• Course Self-Evaluation form</li> </ul>





**CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS  
SCHOOL OF EDUCATION  
TEACHING CREDENTIAL PROGRAM**

**EDSS 544  
Teaching Social Studies in High School**

**Spring, 2009**

Instructor:	Dr. Eric Toshalis
Office:	Bell Tower East, 2840
Telephone:	805.437.3304
Email:	eric.toshalis@csuci.edu
Class Meeting Time:	Tu/Th, 4:30-6:50
Class Meeting Location:	
Office Hours:	
Course Website:	accessed through csuci.blackboard.com

**COURSE DESCRIPTION**

Course prepares single subject credential candidates to teach social studies content in high school classrooms. Primary emphases include the state standards, instructional techniques, and curricular materials commonly used to promote academic achievement in California's multicultural social studies classrooms. Methods to reach and teach English language learners and students with special needs are also highlighted.

**COURSE EMPHASES**

Education must enable one to sift and weigh evidence, to discern the true from the false, the real from the unreal, and the facts from the fiction. The function of education, therefore, is to teach one to think intensively and to think critically.

— Rev./Dr. Martin Luther King, Jr.

The course is designed to identify the unique intellectual, social, and political contributions of the social sciences and it advocates for a social justice orientation when teaching in this content area. Specific consideration in EDSS 544 is given to the distinct developmental needs of tenth, eleventh, and twelfth grade learners. A majority of the course focuses on the objectives, instructional techniques, and curricular materials commonly used to promote academic achievement in secondary history and elective social studies classes. Attending to the national/state/district standards that are intended to guide teachers' curricular decision-making, the course moves from macro-level analyses of frameworks to meso-level analyses of state-adopted textbooks. Using this as a foundation, students then plan instruction for a year, a semester, a quarter, and a unit, finally arriving at an array of pedagogical techniques ideally suited for daily social studies teaching. Certain curricular materials, assessment practices, cooperative learning activities, and classroom management techniques that are ideally suited to the teaching of history are demonstrated. Also, opportunities to cater learning and teaching in other sub-disciplines of the social studies that are often offered at the high school level (such as economics, psychology, and political science) will be provided. Special attention is given to the needs of students who have been marginalized by their schooling experiences based on their culture, ethnicity, gender, linguistic heritage, race, socioeconomic level, and/or sexual orientation, and the tenets of culturally responsive pedagogy are woven throughout the course. Methods to reach

and teach English language learners and students with special needs are also highlighted. Lastly, the course contains three guest lectures on topics relevant to literacy development in secondary students which are coordinated with assignments designed to apply such learning in social studies classrooms.

### **CSUCI MISSION STATEMENT**

Placing students at the center of the educational experience, California State University Channel Islands provides undergraduate and graduate education that facilitates learning within and across disciplines through integrative approaches, emphasizes experiential and service learning, and graduates students with multicultural and international perspectives.

### **PREREQUISITE(S)**

Prior admission into the Single Subject Credential Program and concurrent enrollment in a middle school field placement are required.

### **ALIGNMENT OF STANDARDS FOR EDUCATOR DEVELOPMENT TO FOSTER STUDENT LEARNING**

In our preparation of professional educators, the faculty in the School of Education at CSUCI have given extensive consideration to the alignment of professional standards and assessments as articulated by professional associations, certification agencies, and learned societies. In particular, this course aligns with standards established by the National Council for the Accreditation of Teacher Education (NCATE) and the California Commission on Teacher Credentialing (CCTC). For a complete listing of which specific CTC standards are aligned and emphasized in this course, please refer to the course website.

### **TEACHER PERFORMANCE EXPECTATIONS (TPE) COMPETENCIES**

This course is designed to help students seeking the Single Subjects Credential develop the skills, knowledge and attitudes necessary to assist schools and districts in implementing an effective program for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. The following TPEs are addressed in this course:

- TPE 1: Specific Pedagogical Skills for Subject Matter Instruction
- TPE 2: Monitoring Student Learning During Instruction
- TPE 3: Interpretation and Use of Assessments
- TPE 4: Making Content Accessible
- TPE 5: Student Engagement
- TPE 6: Developmentally Appropriate Teaching Practices
- TPE 7: Teaching English Learners
- TPE 9: Instructional Planning
- TPE 10: Instructional Time
- TPE 11: Social Environment
- TPE 12: Professional, Legal, and Ethical Obligations
- TPE 13: Professional Growth

### **STUDENT OUTCOMES**

This is a required course for students seeking a History/Social Studies Single Subject Credential. Upon completion of the course, students will be able to:

- Articulate the unique contributions of and methods in the social sciences.

- Demonstrate the ability to teach the state-adopted academic content standards for students in history-social science (grades 9-12).
- Identify and begin practicing specific techniques and dispositions that optimize learning for all students, specifically those who are often marginalized, minoritized, and disserved by teachers and schools due to their culture, ethnicity, gender, linguistic heritage, race, socioeconomic level, and/or sexual orientation.
- Organize the scope and sequence of annual, semester, quarterly, and unit plans of instruction specifically catered to social studies learning.
- Design lesson plans that target content-specific reading and writing among high school learners using a variety of research-based pedagogical strategies.
- Use research-proven techniques to promote the content and literacy achievement of students with special needs, including those identified as SPED, EL, and/or GATE.
- Triangulate the rationale for their instructional choices by referencing specific state standards, district and/or school frameworks, and the literacy needs/interests of their students.
- Locate and evaluate an array of social studies teaching resources available in print, digital, and multimedia formats.
- Identify, critique, and innovate a series of assessment techniques that enhance teachers' capacity to measure achievement and chart progress in their classroom.
- Implement cooperative learning activities in their instructional planning in a manner that promotes the social, intellectual, and literacy development of students, and makes learning fun.
- Use timelines and maps to give students a sense of temporal and spatial scale, and help students understand events and periods from multiple perspectives by using simulations, case studies, cultural artifacts, works of art and literature, cooperative projects, and student research activities.
- Teach students how social science concepts and themes provide insights into historical periods and cultures.
- Connect essential facts and information to broad themes, concepts and principles, and relate history-social science content to current or future issues.
- Teach students how cultural perspectives inform and influence understandings of history.
- Select and use age-appropriate primary and secondary documents and artifacts to help students understand a historical period, event, region, or culture from multiple perspectives.
- Incorporate appropriate literacy strategies to provide students with access to challenging texts, images, and concepts.
- Ask questions and structure academic instruction to help students recognize prejudices and stereotypes.
- Create classroom environments that support the discussion of sensitive issues (e.g., social, cultural, religious, race, and gender issues), and encourage students to reflect on and share their insights and values.
- Monitor the content and literacy development of students as they work to understand, debate, and critically analyze social science issues, data, and research conclusions from multiple perspectives.

## **STANDARDS FOR SUCCESSFUL COMPLETION OF COURSE**

5. Attend *every* session and respect your peers and professor by being on time, returning promptly from breaks, and remaining in class until its conclusion.
6. Participate actively, attentively, critically, and productively in all discussions and activities.

7. Demonstrate your commitment to teaching, learning, your students, and your peers by reading *all* assigned texts *prior* to each session.
8. Satisfactorily complete by the posted due dates each written assignment.

Due to the interactive and cumulative nature of courses in the Single Subject Credential Program, each student is expected to attend *every* session. Attendance will be taken. If you cannot attend a session, you must contact Dr. Toshalis by phone or email *prior* to the course meeting time to explain your circumstances. Participants who miss one session will be expected to complete a two-page brief that pertains to the content covered on the day of the missed session. Note that if you miss more than one session, it *will* negatively impact your grade, and students who miss more than two sessions will be advised to withdraw from the course.

### **STUDENTS WITH SPECIAL NEEDS**

Individuals who are differently abled in a way that may affect their ability to perform optimally in this course or at their school site are encouraged to inform Dr. Toshalis at the start of the semester with a written explanation. Students are also requested to contact Disability Accommodation Services at 805.437.8510 to document their disability and obtain support. Methods, materials, activities, and/or assignments will be modified in such cases in order to provide for equitable participation.

### **REQUIRED TEXTS**

- Banks, J. A., Banks, C. A. M., & Clegg, A. A. (1999). *Teaching strategies for the social studies: Decision-making and citizen action* (5th ed.). New York: Longman.
- Brookfield, S. & Preskill, S. (2005). *Discussion as a way of teaching: Tools and techniques for democratic classrooms* (2nd ed.). San Francisco: Jossey-Bass.
- *California History-Social Science Content Standards for Grades Nine, Ten, Eleven, and Twelve* (download from <http://www.cde.ca.gov/be/st/ss/hstmain.asp>).
- *Expectations of Excellence: Curriculum Standards for Social Studies*, by the National Council for the Social Studies (available from NCSS Publications at 1.800.683.0812, order # BU890094).
- *National Standards for Social Studies Teachers*, by the National Council for the Social Studies (download from <http://downloads.ncss.org/NCSSTeacherStandardsVol1-rev2004.pdf>).
- *Standards for History, Grades 5-12* (in both U.S. and World history), by the National Center for History in the Schools (download from <http://www.sscnet.ucla.edu/nchs/standards/>).
- TaskStream subscription, available at [www.taskstream.com](http://www.taskstream.com).
- Wiggins, G. P. & McTighe, J. (2005). *Understanding by design* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

Note that additional articles and auxiliary materials will be announced, assigned, and posted on the course website eReserves for retrieval.

### **GRADING POLICIES**

See the CSUCI General Catalogue for grading policies that cover all courses. For EDSS 544 in particular, rubrics will be distributed or posted online for most assignments well before their due dates. All assignments, whether written or oral, will be assessed both for content (i.e., level of detail, logic of argument, synthesis of information, depth of analysis, pertinence to the topic, etc.) and for mechanics (i.e., grammar, spelling, format, adherence to APA style, transitions, clarity, etc.). Use of the writing center is highly encouraged. All written assignments must be submitted in hard copy (please, no email or fax submissions).

Individual assignments will receive substantive narrative feedback as well as a letter grade. There are three letter grades that submitted work may earn:

A = “exemplary”

B = “satisfactory”

C = “unsatisfactory” or “revise & resubmit”

A and B grades are considered passing; C is not. No “plus” or “minus” grades will be given. If your work is unsatisfactory such that you receive a grade of C on any assignment, you have the option to negotiate with Dr. Toshalis the earliest possible re-submission date so as not to fall behind in the semester. If you choose not to revise and resubmit, the grade will remain a C. Failure to earn satisfactory or exemplary (i.e., A or B) marks on the majority of your work in EDSS 544 will result in a grade of C or lower, which does not meet basic expectations for admittance into CSUCI’s credential programs.

In general, all assignments must be submitted on their due dates. Late work will not be accepted. Should unpredictable life events interfere with your ability to complete an assignment on time, please contact Dr. Toshalis to discuss options *before* its due date.

All written assignments, unless otherwise notified, must adhere to the following format requirements:

- double-spaced text on 8.5 x 11” paper, stapled in the upper-left corner
- 12 point Garamond, Times, or Times New Roman font
- one inch margins on all four sides
- normal kerning and spacing
- each page numbered in the upper-right corner.

Please use APA format for all citations, quotations, and bibliographic material. In addition to consulting online APA guides posted on the course website, it is recommended that students either consult any of several printed APA guides available in the library reference area or purchase for themselves a guide to the APA style, such as:

Houghton, P. M., Houghton, T. J., & Peters, M. F. (2005). *APA--the easy way*. Flint, MI: Baker College.

Perrin, R. (2007). *Pocket guide to APA style* (2nd ed.). Boston: Houghton Mifflin.

There will be no tolerance for plagiarism or any other academic dishonesty. All policies detailed in the CSUCI catalog regarding consequences for academic dishonesty will be followed. In particular, papers with plagiarized ideas or language will be graded “NC” and must be rewritten with proper quotations and referencing if the student intends to pass the course for credit. The grade of “NC” will remain the recorded grade on that assignment. In cases where cheating or plagiarism was premeditated, students may receive an “NC” for the course.

## **COURSE ASSIGNMENTS**

### **Textbook Analysis & Adaptation**

For this two-part paper, you will first analyze a content-area textbook for particular elements provided in class, writing up your findings and recommendations. Secondly, you will apply ideas from the course to create an adaptation plan for teaching this textbook to students who need assistance in making meaning from this text. It is strongly recommended that you use a textbook from your current school placement for this analysis.

### **Annotated Review of Social Studies Websites Designed for Teachers**

From the list posted on the course webpage, you will analyze and write a one-paragraph review on each of three prominent websites designed for social studies teachers. You will also search for, find, and review two others of your own choosing. Your annotated review will be posted on our course webpage for others to use in planning and implementing instruction.

### **Unit Plan**

Using the framework from Wiggins & McTighe (2005), you will construct a complete unit plan covering 7-10 days of instruction on a topic/question you intend to teach in your placement this semester. Details on what will be required in the unit plan and a rubric for how it will be assessed will be provided.

### **Case Analysis**

The purpose of this assignment is to examine how the theoretical and practical material we've been learning about pertains to real classrooms in all of their messy complexity. A case analysis asks for your interpretation of the best practice approaches to a hypothetical situation that you will read about in class. You will be asked to apply your learning about literacy in your content area to this hypothetical case and to justify your solutions in writing and/or discussion.

### **Lesson Plans (1 & 2)**

Using one of the methods modeled and/or discussed in class, you will construct two complete lesson plans using the CSUCI Formal Lesson Plan template. Details on what will be required in these lesson plans and a rubric for how they will be assessed will be provided.

### **Research project revision**

You will be provided with a series of research projects assigned by social studies teachers. Your job will be to select one and revise/improve it using the concepts and techniques learned in class. You will present the original project and your improvements to your peers.

### **Unit Plan Revision**

You will revisit the unit plan you created at the beginning of the course and revise it. This process will include the critique and recommendations of your peers. Details on what will be required in this revision and a rubric for how it will be assessed will be provided.

**Synthesizing Portfolio**

You will write an essay that summarizes your understanding of several major components/themes of the course. Your essay should be a synthesis of self-critique, artifact analysis, and your intentions to improve and should attend specifically to these six areas:

1. content/standards addressed
2. skills taught
3. pedagogical methods employed
4. literacy approaches incorporated
5. special students’ needs met
6. technology implemented

**GRADE DISTRIBUTION**

Textbook Analysis & Adaptation.....	10%
Annotated Review of Websites.....	10%
Unit Plan.....	20%
Case Analysis.....	10%
Lesson Plans.....	2 x 5% = 10%
Research Project Revision.....	10%
Unit Plan Revision.....	10%
Synthesizing Portfolio.....	20%

**FINAL GRADE SCALE**

A = 90-100%      B = 80-89%      C = 70-79%      D = 60-69%      F = 0-59%

*Note: on the following three pages, the topics, assignments,  
and readings are subject to change with notice.*

Wk	Date	Topics/Activities	Readings	Assignments
wk 1	Session 1 Jan. __	<b>Analyzing national &amp; state curricula</b> <ul style="list-style-type: none"> <li>• <i>What is (supposed to be) taught in high school?</i></li> <li>• National standards, state frameworks, district curricula</li> <li>• Scrutinizing state-adopted textbooks, course models, and auxiliary materials</li> </ul>	<ul style="list-style-type: none"> <li>• NCHS &amp; NCSS standards</li> <li>• CA DOE framework</li> <li>• CA H-SS course models</li> <li>• Loewen (2007), either chp. 2, 3, 4, 5, or 6.</li> </ul>	
	Session 2 Jan. __	<b>Literacy I: Guest lecture</b> <ul style="list-style-type: none"> <li>• <i>What is literacy? How do you assess it?</i></li> <li>• <i>How do you evaluate textbooks?</i></li> </ul> <b>How to augment the textbook</b> <ul style="list-style-type: none"> <li>• <i>Besides the textbook, what curricula might we use?</i></li> <li>• TCI, ESR, SPLC, Interact, Jackdaws, Library of Congress, literature, art, music</li> </ul>	<ul style="list-style-type: none"> <li>• Readings as per Dr. Adler</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook analysis &amp; adaptation</li> </ul>
wk 2	Session 3 Jan. __	<b>Surveying digital curricula, part 1</b> <ul style="list-style-type: none"> <li>• <i>What websites might I use to enhance social studies teaching and learning?</i></li> </ul>	<ul style="list-style-type: none"> <li>• Review websites posted on course webpage</li> </ul>	<ul style="list-style-type: none"> <li>• Annotated survey of social studies websites</li> </ul>
	Session 4 Jan. __	<b>Democratic classrooms, autocratic times</b> <ul style="list-style-type: none"> <li>• <i>Why do we teach social studies? To what ends?</i></li> <li>• <i>How might we prepare a critical citizenry and help our students to engage the world productively?</i></li> </ul>	<ul style="list-style-type: none"> <li>• Cherryholmes (1992)</li> <li>• Ross (2006)</li> </ul>	
wk 3	Session 5 Feb. __	<b>Backwards design: How to plan instruction in social studies classrooms, part 1</b> <ul style="list-style-type: none"> <li>• <i>How should we plan social studies units?</i></li> <li>• <i>How can we attend to pacing calendars &amp; benchmark tests and still provide opportunities for depth of analysis?</i></li> </ul>	<ul style="list-style-type: none"> <li>• Wiggins &amp; McTighe (2005)</li> </ul>	<ul style="list-style-type: none"> <li>• Bring to class an outline of what your CT intends to cover this year, this semester, and during your practicum</li> </ul>
	Session 6 Feb. __	<b>Backwards design: How to plan instruction in social studies classrooms, part 2</b> <ul style="list-style-type: none"> <li>• <i>Seriously, how should we plan social studies units?</i></li> </ul>	<ul style="list-style-type: none"> <li>• Wiggins &amp; McTighe (2005)</li> </ul>	
wk 4	Session 7 Feb. __	<b>Backwards design: How to plan instruction in social studies classrooms, part 3</b> <ul style="list-style-type: none"> <li>• <i>How might I move from the (macro) unit to the (micro) lesson?</i></li> </ul>	<ul style="list-style-type: none"> <li>• Wiggins &amp; McTighe (2005)</li> </ul>	
	Session 8 Feb. __	<b>Backwards design: How to plan instruction in social studies classrooms, part 4</b> <ul style="list-style-type: none"> <li>• <i>How should we implement our plan?</i></li> <li>• <i>How should we assess its success?</i></li> </ul>	<ul style="list-style-type: none"> <li>• Wiggins &amp; McTighe (2005)</li> </ul>	
wk 5	Session 9 Feb. __	<b>Social studies teaching methods, part 1</b> <ul style="list-style-type: none"> <li>• <i>How can we enhance direct instruction so it inspires students to engage, delve, and produce knowledge?</i></li> <li>• Questioning strategies</li> <li>• Cooperative grouping</li> </ul>	<ul style="list-style-type: none"> <li>• Brookfield &amp; Preskill (2005)</li> </ul>	<ul style="list-style-type: none"> <li>• Unit Plan</li> </ul>
	Session 10 Feb. __	<b>Social studies teaching methods, part 2</b> <ul style="list-style-type: none"> <li>• <i>How might we teach social studies content in ways that model the communities we seek to build?</i></li> <li>• Concept attainment</li> <li>• Generalization construction</li> </ul>	<ul style="list-style-type: none"> <li>• Brookfield &amp; Preskill (2005)</li> </ul>	
	Session 11	<b>Literacy II: Guest lecture</b> <ul style="list-style-type: none"> <li>• <i>What is the reading process?</i></li> <li>• <i>Which strategies most enhance the comprehension and retention of vocabulary?</i></li> </ul> <b>Teaching reading in social studies classrooms</b>	<ul style="list-style-type: none"> <li>• Readings as per</li> </ul>	



6	Session 12 Feb. __	<b>Social studies teaching methods, part 3</b> <ul style="list-style-type: none"> <li>• <i>How might we put students in the driver's seat of their learning?</i></li> <li>• Learning centers</li> <li>• Problem-based learning</li> </ul>	<ul style="list-style-type: none"> <li>• Johnson &amp; Johnson (1994)</li> <li>• Lotan (2003)</li> </ul>	
wk	Session 13 Mar. __	<b>Social studies teaching methods, part 4</b> <ul style="list-style-type: none"> <li>• <i>How might we structure lessons to immerse students in controversy?</i></li> <li>• Debates as collective inquiries</li> <li>• Mustering evidence to support arguments</li> <li>• Engaging moral questions</li> </ul>	<ul style="list-style-type: none"> <li>• Simon (2001)</li> </ul>	
	Session 14 Mar. __	<b>“Theatrics”</b> <ul style="list-style-type: none"> <li>• <i>How might we convey the drama and richness of past events (and have some fun too)?</i></li> <li>• Simulations</li> <li>• Mock trials</li> <li>• Role-plays</li> <li>• Plays</li> <li>• Re-enactments</li> </ul>	<ul style="list-style-type: none"> <li>• Review materials posted on course website</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson Plan #1</li> </ul>
wk	Session 15 Mar. __	<b>Teaching current events: Making social studies relevant to today's world</b> <i>Is history relevant? What insights into today's world might the social sciences provide?</i>	<ul style="list-style-type: none"> <li>• Wineburg, et al (2007)</li> <li>• Peruse SEEdedebate.org</li> </ul>	
	Session 16 Mar. __	<b>Human rights &amp; justice: Preparing students to analyze divisive issues</b> <i>How do we teach issues like racism, poverty, war, and oppression so our students are prepared as change-agents?</i>	<ul style="list-style-type: none"> <li>• Simon (2001)</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson Plan #2</li> </ul>
wk 9	Session 17 Mar. __	<b>Research projects &amp; service learning</b> <i>How can students apply social studies skills to craft original research and/or benefit their community?</i> <ul style="list-style-type: none"> <li>• Scaffolded &amp; segmented research projects</li> <li>• Student-generated topics</li> <li>• Using rubrics in social studies</li> </ul>	<ul style="list-style-type: none"> <li>• Stiggins &amp; Chappuis (2004)</li> <li>• Banks, Banks &amp; Clegg (1999), chp. 16</li> </ul>	<ul style="list-style-type: none"> <li>• Research Project Revision</li> </ul>
wk 10	Session 18 Mar. __	<b>Libraries, field trips, &amp; visiting speakers</b> <ul style="list-style-type: none"> <li>• <i>How might we bring the classroom into the world (and vice versa)?</i></li> <li>• Getting the most from your visits &amp; visitors</li> </ul>	<ul style="list-style-type: none"> <li>• Survey websites posted on course webpage</li> </ul>	
wk 11	Session 19 Mar. __	<b>Literacy III: Guest lecture</b> <ul style="list-style-type: none"> <li>• <i>What about adolescents' literate lives outside of school? How might digital media/technology tap into (and sometimes hinder) this knowledge?</i></li> </ul> <b>Surveying digital curricula, part 2</b> <ul style="list-style-type: none"> <li>• <i>How can I use movies, software simulations, and technologies to enhance social studies learning?</i></li> <li>• Beware: “PowerPointlessness”</li> </ul>	<ul style="list-style-type: none"> <li>• Readings as per Dr. Adler</li> </ul>	
wk 12	Session 20 April __	<b>Writing across the curriculum</b> <ul style="list-style-type: none"> <li>• <i>How might we enhance our students' writing skills in social studies classrooms?</i></li> <li>• Argument &amp; evidence</li> <li>• Open ended questions</li> </ul>	<ul style="list-style-type: none"> <li>• Banks, Banks &amp; Clegg (1999), p. 151-157</li> <li>• Peha (2003) (download “Writing Across the Curriculum” at <a href="#">http://www.pearson.com</a>)</li> </ul>	
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wk 14	Session 22 April __	<b>Social studies electives</b> <ul style="list-style-type: none"> <li>• <i>You mean, we might get/ have to teach something besides history? How might we do that?</i></li> <li>• Psychology</li> <li>• Sociology</li> <li>• Geography</li> <li>• Anthropology</li> <li>• Ethnic Studies</li> </ul>	<ul style="list-style-type: none"> <li>• NCHS &amp; NCSS standards</li> <li>• CA DOE framework</li> <li>• Jigsaw reading: Banks, Banks &amp; Clegg (1999), chps. 10-14</li> </ul>	
wk 15	Session 23 April __	<b>SDAIE &amp; SpED in social studies classrooms</b> <ul style="list-style-type: none"> <li>• <i>How do we convey social studies content to our EL students in a meaningful way?</i></li> <li>• <i>How might we address IEPs and 504s in our teaching?</i></li> <li>• Infusion, inclusion, &amp; differentiation</li> <li>• Revisiting EDSS 550 &amp; 560</li> </ul>	<ul style="list-style-type: none"> <li>• Noble (2004)</li> <li>• Facella, Rampino &amp; Shea (2005)</li> <li>• Solórzano, et al (2003) (download at <a href="http://www.chicano.ucla.edu/press/briefs/archiv">http://www.chicano.ucla.edu/press/briefs/archiv</a>)</li> </ul>	

# ERIC TOSHALIS

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## EDUCATION

Doctor of Education	<b>Harvard Graduate School of Education</b> , 2007.
Master of Theological Studies	<b>Harvard Divinity School</b> , 2001.
Master of Education	<b>University of California</b> , Santa Barbara, 1997.
Teaching Credential Single Subject, Social Studies	<b>University of California</b> , Santa Barbara, 1993; renewed, 1998.
Bachelor of Arts, History	<b>University of California</b> , Santa Barbara, 1992.

## PUBLICATIONS

Nakkula, M. J., & Toshalis, E. (2006). *Understanding youth: Adolescent development for educators*. Cambridge, MA: Harvard Education Press.

## FORTHCOMING PUBLICATIONS

Training teachers to question their pedagogy: A hermeneutics of theory and practice. In S.M. Ravitch & M.J. Nakkula (Eds.), (forthcoming, 2008). *Professional Development and Cultural Critique: Interdisciplinary Interpretations of Teaching, Learning, and Doing*. Cambridge, MA: Harvard Education Press.

A question of “faith”: Adolescent spirituality in the public schools. In Sadowski, M. J. (forthcoming, 2008). *Adolescents at school: Perspectives on youth, identity, and education* (2<sup>nd</sup> ed.). Cambridge, MA: Harvard Education Press.

Disciplining preservice teachers to do discipline: The reproduction of symbolic violence in teacher education. *Journal of Curriculum Studies*. Accepted for publication, 2008.

## MANUSCRIPTS IN DEVELOPMENT

The rhetoric of care: How preservice teachers learn the talk without the walk.

(Mis)perceptions of (mis)behavior: Interpretive gaps in preservice teachers’ and students’ understandings of disciplinary interactions.

Are they circumventing the topic or rejecting the category? Encountering a research dilemma in analyzing adolescents’ descriptions of racialized interactions.

## **RESEARCH INTERESTS**

My research investigates overlapping factors that influence teacher-student relationships in diverse public schools, namely: disciplinary interactions; developmental trajectories; processes of identity formation; differences in culture, gender, race, socioeconomic status, and sexuality; pedagogical strategies; and practices in teacher education and induction.

## **CSUCI COURSES TAUGHT**

EDUC 510: Learning Theory and Development  
EDUC 520: Observing and Guiding Student Behavior  
EDUC 521: Field Experience  
EDSS 571: Student Teaching Seminar

## **TEACHING INTERESTS**

*Teacher-Leaders: Research, Innovation, and Reform from Within the Classroom*

Designed for experienced teachers seeking a masters degree in curriculum and instruction, this course provides the theory, research, and skills required to innovate one's practices and lead efforts to improve schools while remaining in the classroom.

*Qualitative Methods in Educational Research: Inquiry, Design, Data, and Analytic Strategies for School Change*

Primarily for doctoral candidates or aspiring school administrators, this course surveys various techniques of question-formation, research design, methods of data gathering and analysis, and dissemination aimed at affecting substantive change at the local or district level.

*Anti-Racist Teaching: Positionality, Relationship, and Resistance*

Designed for undergraduate or masters students interested in interrogating the meaning of their social location and its impact on students' engagement, academic performance, and school-community connections, this course draws primarily from theory and research in critical race theory, critical pedagogy, culturally responsive teaching, and racial/ethnic identity development.

## **PROFESSIONAL AFFILIATIONS**

American Educational Research Association  
National Council for the Social Studies  
Phi Delta Kappa  
Society for Research on Adolescence

## PRESENTATIONS & PAPERS

*Disciplining preservice teachers to do discipline: Agency and relationship in training teachers as classroom managers.* (2007, April). Poster session given at the annual meeting of the American Educational Research Association, Chicago, IL.

*The rhetoric of care: How preservice teachers learn the talk without the walk.* (2007, April). Paper given at the annual meeting of the American Educational Research Association, Chicago, IL.

*(Mis)perceptions of (mis)behavior: Interpretive gaps in preservice teachers' and students' understandings of disciplinary interactions.* (2007, April). Paper given at the annual meeting of the American Educational Research Association, Chicago, IL.

*Induction as Discipline: How Are We Mentoring Preservice Teachers to Manage Their Classrooms?* (2007, February). Presentation at the New Teacher Center Symposium on Teacher Induction, San Jose, CA.

Pollock, M., Carter, D. J., Graves, D., Martin, T., & Toshalis, E. (2006, April). *Race wrestling: Struggling strategically with race in educational research.* Panel Presentation at the annual meeting of the American Educational Research Association, San Francisco, CA.

Toshalis, E., & Feigenberg, L.F. (2006, April). *Disruptive behavior in school social contexts: Mixed methods findings on perceptions of adult-student relationships.* Paper proposal accepted for the annual meeting of the American Educational Research Association, San Francisco, CA.

Merseth, K. K., McKamey, C., & Toshalis, E. (2006, February). *University supervisors as mentors: A case-study curriculum for advisors and their pre-service teachers.* Presentation at the New Teacher Center Symposium on Teacher Induction, San Jose, CA.

Pollock, M., Carter, D. J., Gaztambide-Fernandez, R., Harding-Jones, H., Martin, T., & Toshalis, E. (2005, February). *Race wrestling: Struggling strategically with race in educational research.* Panel Presentation at the Ethnography in Education Research Forum, University of Pennsylvania, Philadelphia, PA.

*Translating teen visions into televised reality: A curriculum for video production.* (1996, May). Presentation at the annual meeting of Video Using Educators, Oak Park, CA.

## AWARDS

**Summer Fellowship**, 2005, Harvard Graduate School of Education.

Highly competitive faculty-reviewed grant to support publication of research.

**Spencer Research Training Grant**, 2003.

Funded apprenticeships with Professors Wendy Luttrell & Janie V. Ward to analyze teacher conversations and craft case studies for use in teacher professional development.

**Certificate of Distinction in Teaching**, 2002, Harvard College.

For my work as a teaching fellow in Professors Theda Skocpol and Mary Waters's undergraduate course "American Society & Public Policy."

**Teacher of the Year**, 1997, Buellton Union School District.

As voted by the Parent Teacher Association, Buellton, CA.

Human Relations Award, **1996, Santa Barbara County**.

As selected by the Human Relations Commission of Santa Barbara County.

**California State Bill 1510 Grant**, Buellton Union School District, 1994.

Co-authored a proposal to receive over \$15,000 in funding to develop a video production facility and course for middle school students.