Branch: Credential

Course Number and Name: EDTE 387: History-Social Science Teaching Methods for Diverse Secondary Students A +B

1. Completed Course Proposal Forms (Form A attached)
2. Instructional Activities: See below
3. Required/recommended course readings and activities (see below)

**Course Outline**

EDTE 387: History-Social Science Teaching Methods for Diverse Secondary Students A + B

**Course Description and Goals:**

This course is intended to prepare students to be effective History-Social Science teachers in secondary classrooms and is designed to develop the capacities described in California Teaching Performance Expectations for Professional Preparation for Teachers (TPEs):

**Teaching History-Social Science in a Single Subject Assignment**

Candidates for a Single Subject Teaching Credential in History-Social Science demonstrate the ability to teach the state-adopted academic content standards for students in history-social science (Grades 7-12). They enable students to learn and use analytic thinking skills in history and social science while attaining the state-adopted academic content standards for students. They use timelines and maps to reinforce students’ sense of temporal and spatial scale. Candidates teach students how social science concepts and themes provide insights into historical periods and cultures. They 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.

Additionally, History-Social Science Single Subject candidates connect essential facts and information to broad themes, concepts and principles, and they relate history-social science content to current or future issues. They teach students how cultural perspectives inform and influence understandings of history. They select and use age-appropriate primary and secondary documents and artifacts to help students understand a historical period, event, region or culture. Candidates ask questions and structure academic instruction to help students recognize prejudices and stereotypes. They 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. They design activities to counter illustrate multiple viewpoints on issues. Candidates monitor the progress of students as they work to understand, debate, and critically analyze social science issues, data, and research conclusions from multiple perspectives.
Course Materials and Resources:


2) CA History-Social Science Framework and K-12 Academic Content Standards: http://www.cde.ca.gov/ci/hs/cf/

Description of Expected Learning Outcomes:

1) Demonstrate an understanding of California’s history-social science content standards and analytical skills in history-social science
2) Analyze and evaluate history-social science curricula, instructional strategies, and resources;
3) Identify and apply developmentally appropriate instructional strategies for teaching history-social science content standards and skills that meet the learning needs of all students, including English Learners and those with special needs.
4) Differentiate planning for instruction and assessment for the diversity of linguistics, cultural/ethnic, gender, socio-economic, and ability in California’s public schools.
5) Provide evidence of a commitment to democratic values of dialogue and communication, social justice activism, a respect for freedom of expression, and an understanding of differing points of view.

Assessment strategies will include evaluation of:
1) Written lesson and unit plans that are standards-based, grade/age appropriate, and actively engage students in history-social science content and skills in secondary classrooms;
2) Participation in classroom activities including collaborative/democratic processes, professional conferences, and professional development opportunities that enrich course content;
3) Outside assignments (e.g. field study, service learning activities, and online resources and tools) that enhance course content;
4) Writing assignments that analyze and reflect upon significant history-science content and issues, and one’s own teaching of history-social science.