

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

NEW COURSE PROPOSAL

DATE NOVEMBER 15, 2007
PROGRAM AREA EDUCATION

1. Catalog Description of the Course. *[Follow accepted catalog format.]*

Prefix: *EDSS* Course#: *534* Title: *Teaching Social Studies in Middle Schools* Units: (3)
3 hours lecture per week
hours blank per week

☒ Prerequisites: Admission to social studies credential program

☒ Corequisites EDSS 570, EDSS 580, EDSS 575, or EDSS 585

Description:

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.

Graded
☐ Gen Ed ☐ CR/NC ☐ Repeatable for up to units

Categories

☐ Lab Fee Required ☒ A - F Total Completions Allowed
☐ Optional (Student's choice) ☐ Multiple Enrollment in same semester

☐ Title V Section 40404: ☐ Government ☐ US Constitution ☐ US History

2. Mode of Instruction (Hours per Unit are set for you).

	Units	Hours per Unit	Benchmark Enrollment	Graded Component	CS & HEGIS # (filled in by Dean)
Lecture	3	1	25	<input checked="" type="checkbox"/>	
Seminar		1		<input type="checkbox"/>	
Laboratory		3		<input type="checkbox"/>	
Activity		2		<input type="checkbox"/>	

3. Justification and Learning Objectives for the Course. (Indicate whether required or elective, the degree it pertains to, and whether it meets University Writing, and/or Language requirements) *[Use as much space as necessary]*

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.
- 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 middle school learners using a variety of pedagogical strategies (e.g. simulations/role playing, dramatics, concept attainment, student research activities, case studies, cooperative learning, graphic organizers and activities using primary sources, cultural artifacts including works of art and literature).
- Engineer "teachable moments" in sixth, seventh, and eighth grade classrooms that are developmentally appropriate and academically enriching.
- 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 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 and intellectual development of students and makes learning fun.
- Scrutinize their teaching practices for their efficacy in producing quantifiable student achievement.

4. Is this a General Education Course YES ☐ NO ☒
If Yes, indicate GE category and attach GE Criteria Form:

A (English Language, Communication, Critical Thinking)

- A-1 Oral Communication ☐
A-2 English Writing ☐
A-3 Critical Thinking ☐

B (Mathematics, Sciences & Technology)

- B-1 Physical Sciences ☐
B-2 Life Sciences – Biology ☐
B-3 Mathematics – Mathematics and Applications ☐
B-4 Computers and Information Technology ☐

C (Fine Arts, Literature, Languages & Cultures)

- C-1 Art ☐
C-2 Literature Courses ☐
C-3a Language ☐
C-3b Multicultural ☐

D (Social Perspectives)

- E (Human Psychological and Physiological Perspectives)** ☐
UD Interdisciplinary ☐

5. Course Content in Outline Form. *[Be as brief as possible, but use as much space as necessary]*

- I. The official middle school curriculum: National & state standards, district frameworks, adopted textbooks
- II. Augmenting the textbook: Using materials beyond the teacher's guide
- III. Technology as resource and tool: Becoming a critical consumer and careful innovator
- IV. Teaching social studies skills I
- V. Teaching social studies skills II
- VI. Teaching students how to evaluate primary sources
- VII. Exploring discussion tactics I
- VIII. Exploring discussion tactics II
- IX. Teaching about religion and religious history
- X. Creating assignments and projects that develop social studies thinking
- XI. Middle school humanities: Blending language arts and social studies
- XII. Social justice and social reproduction: Personal orientations and curricular relevance
- XIII. Teacher research: Using your classroom as a laboratory for professional growth & school reform

Does this course overlap a course offered in your academic program? YES ☐ NO ☒

If YES, what course(s) and provide a justification of the overlap?

Does this course overlap a course offered in another academic area? YES ☐ NO ☒

If YES, what course(s) and provide a justification of the overlap?

Signature of Academic Chair(s) of the other academic area(s) is required on the signature sheet below.

6. Cross-listed Courses (Please fill out separate description for each PREFIX)

List Cross-listed Courses

Signature of Academic Chair(s) of the other academic area(s) is required on the signature sheet below.

Department responsible for staffing: Education

7. References. *[Provide 3 - 5 references on which this course is based and/or support it.]*

- California History-Social Science Content Standards for Grades Six, Seven, and Eight
- Curriculum Standards for Social Studies as developed by the National Council for the Social Studies
- 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.
- Brown, E. R. & Saltman, K. J. (2005). *The critical middle school reader*. New York: Routledge.
- Gay, G. (2000). *Culturally responsive teaching: Theory, research, and practice*. New York: Teachers College Press.
- Wiggins, G. P. & McTighe, J. (2005). *Understanding by design* (Expanded 2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

8. List Faculty Qualified to Teach This Course.

Eric Toshalis

9. Effective Date

- a. First semester offered: Fall, 2009

10. New Resources Required. YES ☒ NO ☐

If YES, list the resources needed and obtain signatures from the appropriate programs/units on the sheet below.

- a. Computer (data processing), audio visual, broadcasting needs, other equipment)
- b. Library needs
- Review copies of each of the state-adopted history textbooks for grades six, seven, and eight
 - Sample accessory materials from some of the more popular curriculum developers, such as: Teachers Curriculum Institute, Facing History and Ourselves, Interact, Jackdaws, and PBS.
- c. Facility/space needs

11. Will this new course alter any degree, credential, certificate, or minor in your program? YES ☒ NO ☐

If, YES attach a program modification form for all programs affected.

Eric Toshalis

Proposer of Course

11.15.07

Date

Approval Sheet
Program/Course:

Program Chair	(s)	Date
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General Education Chair(s)	Date
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Curriculum Committee Chair(s)	Date
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Dean of Faculty	Date
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