# Single Subject Content Area Pedagogies Course Matrix

**In the matrix below, denote the candidates’ opportunity to learn and master the competencies listed. The required course names and numbers should go across the top of the matrix, replacing the “Course Title and Number” text below. For each competency, note when the program/candidate introduces (I), practices (P), and assesses (A) the competency. Notations may occur under more than one course heading. Each notation (I, P, A) should link to a specific place in the syllabus within that course that demonstrates that this is occurring.**

**Institution Name**

**Program Coordinator Name**

**Program Coordinator Email**

| **Subject Specific Pedagogical Skills for Single Subject Teaching Assignments in:**  **History-Social Science** | Course Title and Number1 | Course Title and Number2 | Course Title and Number3 | Course Title and Number4 | Course Title and Number5 | Course Title and Number6 | Course Title and Number7 | Course Title and Number8 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. Beginning Single Subject History-Social Science teachers demonstrate the ability to design and implement instruction that assures all students meet or exceed state-adopted standards in history-social science and applicable English Language Development Standards. |  |  |  |  |  |  |  |  |
| 1. They enable students to learn and use analytic thinking skills in history and social science while attaining the state-adopted standards for students. |  |  |  |  |  |  |  |  |
| 1. Beginning teachers should use history and the related social sciences to develop students' understanding of the physical world, encourage their participation in the democratic system of government, teach students about the past, help students understand advanced economic principles and personal financial literacy, and improve their ability to make reasoned decisions based upon evidence. |  |  |  |  |  |  |  |  |
| 1. Beginning teachers help students understand that these disciplines play a vital role in the development of student literacy because of their shared emphasis on text, argumentation, and use of evidence. |  |  |  |  |  |  |  |  |
| 1. Beginning teachers should help students engage with questions and topics of disciplinary significance rather than learn to memorize discrete pieces of information that do not appear to connect to broader issues. |  |  |  |  |  |  |  |  |
| 1. Beginning teachers also use time lines and maps to reinforce students' sense of temporal and spatial scale |  |  |  |  |  |  |  |  |
| 1. They teach students how social science concepts and themes provide insights into historical periods and cultures. |  |  |  |  |  |  |  |  |
| 1. They help students understand events and periods from multiple perspectives by using primary sources, simulations, case studies, cultural artifacts, works of art and literature, cooperative projects, and student research activities |  |  |  |  |  |  |  |  |
| 1. Beginning teachers teach students to independently read, comprehend, and evaluate instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats. |  |  |  |  |  |  |  |  |
| 1. Beginning teachers also teach students to write argumentative and expository text in the content area. |  |  |  |  |  |  |  |  |
| 1. Additionally, beginning Single Subject History-Social Science teachers connect understandings of people, events, and debates to broad themes, concepts and principles; and they relate history-social science content to broader contextual understandings so that students better understand their current world. |  |  |  |  |  |  |  |  |
| 1. They teach students how cultural perspectives inform and influence understandings of history. |  |  |  |  |  |  |  |  |
| 1. They select and use appropriate primary and secondary documents and artifacts to help students understand a historical period, event, region, or culture. |  |  |  |  |  |  |  |  |
| 1. Beginning teachers ask questions and structure academic instruction to help students recognize implicit and explicit bias and subjectivity in historical actors. |  |  |  |  |  |  |  |  |
| 1. 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 illustrate multiple viewpoints on issues. |  |  |  |  |  |  |  |  |
| 1. They provide students with the opportunity to use media and technology as tools to enhance their understanding of the content area. Beginning teachers monitor the progress of students as they work to understand, debate, and critically analyze social science issues, data, and research conclusions from multiple perspectives. |  |  |  |  |  |  |  |  |
| 1. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom. |  |  |  |  |  |  |  |  |
| 1. Beginning teachers assure that students at various English proficiency levels have the academic language needed to meaningfully engage in the content. |  |  |  |  |  |  |  |  |