**SOCIAL SCIENCE - Content Knowledge**

**DIRECTIONS:** In order to meet the Content Knowledge Requirements candidates must show that they have had undergraduate or graduate coursework that fulfills the Domains of the Subject Matter Requirements (SMRs) as set down by the Commission on Teacher Credentialing. Using this form read the domains listed on the left. In the right-hand column, list the Course Number, title, and catalog description in which you think the domain outlined was covered. It must be a course that is on your transcript. It can be from a Community College or 4-year institution or a graduate school. Courses from Teacher Education programs cannot be included. Professional development courses do not count. It is very likely that you may list more than one course for each domain, it is preferable that you do so. It is also likely that one course may fulfill several domains. **You will need to include a copy of your transcripts (unofficial are acceptable) in your email.**

When complete, save the document titling it (last name)(first name)(Content area)(net id)2023 and send it to smc@csueastbay.edu . In the Subject Line of the email write “Content Knowledge (Last Name).”  If these conventions must be followed for your submission to be reviewed.

**Name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Net ID**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Undergraduate/Graduate Schools Attended**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Social Science Domain 1. World History:** **(CSET Subtest 1)** | **List Course Number(s), Title(s) and include the catalog description. (All college/university catalogs are online and contain course descriptions. These are necessary especially for classes with generic names, e.g. HIST 6678 California History.)** |
| Candidates demonstrate knowledge of the foundations and contexts of the world history contained in the History-Social Science Content Standards for California Public Schools (1998) as outlined in the History-Social Science Framework for California Public Schools (2001) at a post secondary level of rigor. Candidates have both broad and deep conceptual understanding of the subject matter. |  |
| Candidates study the people, major events, and issues of the major Western and non-Western civilizations from the origins of humankind to the present. |  |
| In their study of world history, candidates apply higher level thinking skills. These skills include, but are not limited to, the ability to analyze, interpret, compare and contrast, and synthesize information about significant historical issues in both written and oral presentation. |  |
| Candidates utilize appropriate research skills and primary and secondary sources. They engage in historiographic thinking, and demonstrate awareness of multiple historical and geographic perspectives. |  |
| Candidates appreciate the fundamental role geography plays in historical inquiry. They also understand and are able to apply the principles of political science and economics to historical analysis. |  |
| **Domain 2. U.S. History: (CSET Subtest 2)** | **List Course Number(s), Title(s) and include the catalog description. (All college/university catalogs are online and contain course descriptions. These are necessary especially for classes with generic names, eg HIST 6678 California History. )** |
| Candidates demonstrate knowledge of the foundations and contexts of the United States history contained in the History-Social Science Content Standards for California Public Schools (1998) as outlined in the History-Social Science Framework for California Public Schools (2001) at a post secondary level of rigor. Candidates have both broad and deep conceptual understanding of the subject matter. |  |
| Candidates study the people and major events and issues of U. S. history from the colonization of North America to the present. |  |
| In their study of U.S. history, they apply higher level thinking skills. These skills include, but are not limited to, the ability to analyze, interpret, compare and contrast, and synthesize information about significant historical issues in both written and oral presentation. |  |
| Candidates utilize appropriate research skills and primary and secondary sources. They engage in historiographic thinking, and are aware of multiple historical and geographic perspectives. |  |
| Candidates appreciate the fundamental role geography plays in historical inquiry, and they understand and apply the principles of political science and economics to historical analysis of U.S. history. |  |
| **Domain 3. California History:** **(CSET Subtest 3)** | **List Course Number(s), Title(s) and include the catalog description. (All college/university catalogs are online and contain course descriptions. These are necessary especially for classes with generic names, eg HIST 6678 California History. )** |
| Candidates demonstrate knowledge of the foundations and contexts of the California history contained in the History-Social Science Content Standards for California Public Schools (1998) as outlined in the History-Social Science Framework for California Public Schools (2001) at a post secondary level of rigor. Candidates have both broad and deep conceptual understanding of the subject matter. |  |
| Candidates study the history of California from the pre-Columbian period to the present. |  |
| In this study of California history, they apply higher level thinking skills. These skills include, but are not limited to, the ability to analyze, interpret, compare and contrast, and synthesize information about significant historical issues in both written and oral presentation. |  |
| Candidates utilize appropriate research skills and primary and secondary sources. They engage in historiographic thinking, and are aware of multiple historical and geographic perspectives. |  |
| Candidates appreciate the fundamental role geography plays in historical inquiry, and they understand and are able to apply the principles of political science and economics to historical analysis of California history. |  |
| Candidates understand the relationship between California and U.S. history while also recognizing the political, social, economic, and geographic conditions that make California unique. |  |
| **Domain 4. Principles of American Democracy: (CSET Subtest 3)** | **List Course Number(s), Title(s) and include the catalog description. (All college/university catalogs are online and contain course descriptions. These are necessary especially for classes with generic names, eg HIST 6678 California History.)** |
| Candidates demonstrate knowledge of the foundations and contexts of the American democracy contained in the History-Social Science Content Standards for California Public Schools (1998) as outlined in the History-Social Science Framework for California Public Schools (2001) at a post secondary level of rigor. Candidates have both broad and deep conceptual understanding of the subject matter. |  |
| Candidates study the principles of American democracy and analyze how those principles are put into practice in American politics and government. |  |
| In their study of American democratic principles and practices, candidates apply higher level thinking skills. These skills include the ability to analyze the effect of governmental structures, economic conditions, and social forces on the distribution and use of power. These skills also include the ability to articulate and defend basic values and principles of democratic government. |  |
| Candidates utilize appropriate research skills and primary and secondary sources. |  |
| The study of social science must move beyond rote memorization. Therefore, candidates understand and are able to apply the principles and methodologies of political science, economics, and geography to the study of American democracy. |  |
| Candidates recognize that knowledge and understanding of the social sciences are intrinsic to political analysis. |  |
| **Domain 5. Principles of Economics:** **(CSET Subtest 3)** | **List Course Number(s), Title(s) and include the catalog description. (All college/university catalogs are online and contain course descriptions. These are necessary especially for classes with generic names, eg HIST 6678 California History.)** |
| Candidates demonstrate knowledge of the foundations and contexts of the economics contained in the History-Social Science Content Standards for California Public Schools (1998) as outlined in the History-Social Science Framework for California Public Schools (2001) at a post secondary level of rigor. Candidates have both broad and deep conceptual understanding of the subject matter. |  |
| Candidates study the principles of economics, both in relation to the United States economy and to the international economy. In their study of economics they apply higher level thinking skills. These skills include, but are not limited to, the ability to analyze, interpret, compare, contrast and synthesize information about significant issues in both written and oral presentation. |  |
| Candidates utilize research skills and different methods of analysis, including the use of marginal analysis, equilibrium analysis, micro and macro analysis and positive and normative analysis skills. |  |
| They use the skills of economic analysis to explain rational behavior of people and groups encountering experiences of everyday life in the form of tables and numbers, graphical analysis and single equations. |  |
| Candidates demonstrate how solutions are derived from each form of economic analysis, how they are equivalent, and how they translate from one to another. Economic themes are intrinsic to all of the social science content domains. Therefore, candidates demonstrate the ability to explore issues that feature both theoretical and applied economics. |  |
| **Domain 6. Principles of Geography:** **(CSET Subtest 1)** | **List Course Number(s), Title(s) and include the catalog description. (All college/university catalogs are online and contain course descriptions. These are necessary especially for classes with generic names, eg HIST 6678 California History. )** |
| Candidates demonstrate knowledge of the foundations and contexts of the geography contained in the History-Social Science Content Standards for California Public Schools (1998) as outlined in the History-Social Science Framework for California Public Schools (2001) at a post secondary level of rigor. Candidates have both broad and deep conceptual understanding of the subject matter. |  |
| Candidates study the principles of geography and their application to the study of history, political science, and economics. In their study of geography, they apply higher level thinking skills. These skills include (but are not limited to) the ability to analyze, interpret, compare and contrast, and synthesize information regarding the geographic character of landscapes, societies, and ecosystems across the earth. |  |
| They know the five basic themes of geography as stated in the 2000 History-Social Science Framework: location; place; human and environmental interaction; movement; and regions. |  |
| Candidates use basic map and globe skills, such as latitude/longitude, relative location, distance/direction, scale, legend, map projections, and distortion categories to describe and analyze the world from a geographic perspective. |  |
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