# Social Studies Standards

Based on the National Council for the Social Studies [Standards for the Preparation of Social Studies Teachers.](https://www.socialstudies.org/standards/national-standards-preparation-social-studies-teachers)

## 1. Candidates demonstrate knowledge of social studies disciplines. Candidates are knowledgeable of disciplinary concepts, facts, and tools; structures of inquiry; and forms of representation.

| Based on the preponderance of evidence: | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| 1a. Candidates are knowledgeable about the concepts, facts, and tools in civics, economics, geography, history, and the social/behavioral sciences. | ☐ | ☐ |  |
| 1b. Candidates are knowledgeable about disciplinary inquiry in civics, economics, geography, history, and the social/behavioral sciences. | ☐ | ☐ |  |
| 1c. Candidates are knowledgeable about disciplinary forms of representation in civics, economics, geography, history, and the social/behavioral sciences. | ☐ | ☐ |  |

## 2. Application of Content through Planning. Candidates plan learning sequences that leverage social studies knowledge and literacies, technology, and theory and research to support the civic competence of learners.

| Based on the preponderance of evidence: | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| 2a. Candidates plan learning sequences that demonstrate social studies knowledge aligned with the C3 Framework, state-required content standards, and theory and research. | ☐ | ☐ |  |
| 2b. Candidates plan learning sequences that engage learners with disciplinary concepts, facts, and tools from the social studies disciplines to facilitate social studies literacies for civic life. | ☐ | ☐ |  |
| 2c. Candidates plan learning sequences that engage learners in disciplinary inquiry to develop social studies literacies for civic life. | ☐ | ☐ |  |
| 2d. Candidates plan learning sequences where learners create disciplinary forms of representation that convey social studies knowledge and civic competence. | ☐ | ☐ |  |
| 2e. Candidates plan learning sequences that use technology to foster civic competence. | ☐ | ☐ |  |

## 3. Design and Implementation of Instruction and Assessment. Candidates design and implement instruction and authentic assessments, informed by data literacy and learner self-assessment, that promote civic competence.

| Based on the preponderance of evidence: | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| 3a. Candidates design and implement a range of authentic assessments that measure learners’ mastery of disciplinary knowledge, inquiry, and forms of representation for civic competence and demonstrate alignment with state-required content standards. | ☐ | ☐ |  |
| 3b. Candidates design and implement learning experiences that engage learners in disciplinary knowledge, inquiry, and forms of representation for civic competence and demonstrate alignment with state-required content standard | ☐ | ☐ |  |
| 3c. Candidates use theory and research to implement a variety of instructional practices and authentic assessments featuring disciplinary knowledge, inquiry, and forms of representation for civic competence. | ☐ | ☐ |  |
| 3d. Candidates exhibit data literacy by using assessment data to guide instructional decision-making and reflect on student learning outcomes related to disciplinary knowledge, inquiry, and forms of representation for civic competence. | ☐ | ☐ |  |
| 3e. Candidates engage learners in self-assessment practices that support individualized learning outcomes related to disciplinary knowledge, inquiry, and forms of representation for civic competence. | ☐ | ☐ |  |

## 4. Social Studies Learners and Learning. Candidates use knowledge of learners to plan and implement relevant and responsive pedagogy, create collaborative and interdisciplinary learning environments, and prepare learners to be informed advocates for an inclusive and equitable society.

| Based on the preponderance of evidence: | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| 4a. Candidates use knowledge of learners’ socio-cultural assets, learning demands, and individual identities to plan and implement relevant and responsive pedagogy that ensures equitable learning opportunities in social studies.  | ☐ | ☐ |  |
| 4b. Candidates facilitate collaborative, interdisciplinary learning environments in which learners use disciplinary facts, concepts, and tools, engage in disciplinary inquiry, and create disciplinary forms of representation. | ☐ | ☐ |  |
| 4c. Candidates engage learners in ethical reasoning to deliberate social, political, and economic issues, communicate conclusions, and take informed action toward achieving a more inclusive and equitable society.  | ☐ | ☐ |  |

## 5. Professional Responsibility and Informed Action. Candidates reflect and expand upon their social studies knowledge, inquiry skills, and civic dispositions to advance social justice and promote human rights through informed action in schools and/or communities.

| Based on the preponderance of evidence: | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| 5a. Candidates use theory and research to continually improve their social studies knowledge, inquiry skills, and civic dispositions, and adapt practice to meet the needs of each learner. | ☐ | ☐ |  |
| 5b. Candidates explore, interrogate, and reflect upon their own cultural frames to address issues of equity, diversity, access, power, human rights, and social justice within their schools and/or communities. | ☐ | ☐ |  |
| 5c. Candidates take informed action in schools and/or communities and serve as advocates for learners, the teaching profession, and/or social studies. | ☐ | ☐ |  |

## **Applicable stipulations:**

Special education, conflict, environmental education, cooperative marketing, minority group relations.