

Teacher Education

Minimal Teaching Field Outcomes and Performance Indicators for Cooperating Teachers' and Student Teachers' Reference

SOCIAL STUDIES/CITIZENSHIP EDUCATION

Culture and Cultural Diversity - Social Studies teachers should possess the knowledge, capabilities and dispositions to organize and provide instruction at the appropriate school level for the study of Culture and Culture Diversity.

Indicators of Capabilities for Teaching Social Studies:

- Enable learners to analyze and explain the ways groups, societies, and cultures address human needs and concerns;
- Guide learners as they predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference;
- Assist learners to apply an understanding as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns
- Encourage learners to compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental and social change;
- Ask learners to give examples and describe the importance of cultural unity and diversity within and across groups;
- Have learners interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross cultural understanding;
- Guide learners as they construct reasoned judgments about specific cultural responses to persistent human issues;
- Have learners explain and apply ideas, theories, and modes of inquiry drawn from anthropology and sociology in the examination of persistent issues and social problems.

Time, Continuity, and Change - Social Studies teachers should possess the knowledge, capabilities and dispositions to organize and provide instruction at the appropriate school level for the study of Time, Continuity and Change

Indicators of Capabilities for Teaching Social Studies

- Assist learners to understand that historical knowledge and the concept of time are socially influenced constructions that lead historians to be selective in the questions they seek to answer and the evidence they use;
- Have learners apply key concepts from the study of history--such as time, chronology, causality, change, conflict, and complexity-- to explain, analyze, and show connections among patterns of historical change and continuity;
- Ask learners to identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions;
- Guide learners as they systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality;
- Provide learners with opportunities to investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment;
- Enable learners to apply ideas, theories, and modes of historical inquiry to analyze historical and contemporary developments, and to inform and evaluate actions concerning public policy issues

People, Places and Environments - Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of People, Places, and Environment.

Indicators of Capabilities for Teaching Social Studies

- Enable learners to construct, use, and refine mental maps of locales, regions, and the world that demonstrate their understanding of relative location, direction, size, and shape;
- Have learners create, interpret, use, and distinguish various representations of Earth, such as maps, globes, and photographs, and use appropriate geographic tools such as atlases, data bases, systems, charts, graphs, and maps to generate, manipulate, and interpret information;
- Teach students to estimate and calculate distance, scale, area, and density, and to distinguish spatial distribution patterns;
- Help learners to locate, distinguish, and describe the relationships among varying regional and global patterns of geographic phenomena such as landforms, climate, and natural resources;
- Challenge learners to speculate about and explain physical system changes, such as seasons, climate, and weather;
- Ask learners to describe how people create places that reflect culture, human needs, current values and ideals, and government policies;
- Challenge learners to examine, interpret, and analyze the interactions of human beings and their physical environments;
- Have learners explore the ways Earth's physical features have changed over time, and describe and assess the ways historical events have influenced and have been influenced by physical and human geographic features;
- Provide learners with opportunities to observe and analyze social and economic effects of environmental changes and crises;
- Challenge learners to consider, compare, and evaluate existing alternative uses of resources and land in communities, regions, nations, and the world.

INDIVIDUAL DEVELOPMENT AND IDENTITY - Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Individual Development and Identity.

Indicators of Capabilities for Teaching Social Studies:

- Assist learners in articulating personal connections to time, place, and social/cultural systems;
- Help learners to identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life;
- Assist learners to describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self;
- Have learners apply concepts, methods, and theories about the study of human growth and development, such as physical endowment, learning, motivation, behavior, perception, and personality;
- Guide learners as they examine the interactions of ethnic, national, or cultural influences in specific situations or events;
- Enable learners to analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity;
- Have learners compare and evaluate the impact of stereotyping, conformity, acts of altruism, and other behaviors on individuals and groups;
- Assist learners as they work independently and cooperatively within groups and institutions to accomplish goals

INDIVIDUALS, GROUPS, AND INSTITUTIONS - Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of interactions among Individuals, Groups, and Institutions.

Indicators of Capabilities for Teaching Social Studies:

- Help learners understand the concepts of role, status, and social class and use them in describing the connections and interactions of individuals, groups, and institutions in society;
- Help learners analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings;
- Explain to learners the various forms institutions take, and explain how they develop and change over time;
- Assist learners in identifying and analyzing examples of tensions between expressions of individuality and efforts used to promote social conformity by groups and institutions;
- Enable learners to describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements;
- Challenge learners to evaluate the role of institutions in furthering both continuity and change;
- Guide learner analysis of the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings;
- Assist learners as they explain and apply ideas and modes of inquiry drawn from behavioral science and social theory in the examination of persistent social issues and problems, common needs, beliefs, and interests.

POWER, AUTHORITY, AND GOVERNANCE - Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Power, Authority, and Governance.

Indicators of Capabilities for Teaching Social Studies:

- Enable learners to examine the rights and responsibilities of the individual in relation to his or her family, social groups, community, and nation;
- Help students to understand the purpose of government and how its powers are acquired, used, and justified;
- Provide opportunities for learners to examine issues involving the rights, roles, and status of individuals in relation to the general welfare;
- Enable learners to describe the ways nations and organizations respond to forces of unity and diversity affecting order and security;
- Have learners explain conditions, actions, and motivations that contribute to conflict and cooperation within and among nations;
- Help learners to analyze and explain governmental mechanisms to meet the needs and wants of citizens, regulate territory, manage conflict, and establish order and security;
- Have learners identify and describe the basic features of the American political system, and identify representative leaders from various levels and branches of government;
- Challenge learners to apply concepts such as power, role, status, justice, and influence to the examination of persistent issues and social problems;
- Guide learners to explain how governments attempt to achieve their stated ideals at home and abroad.

PRODUCTION, DISTRIBUTION, AND CONSUMPTION - Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of how people organize for the Production, Distribution, and Consumption of Goods and Services.

Indicators of Capabilities for Teaching Social Studies:

- Enable learners to explain how the scarcity of productive resources (human, capital, technological, and natural) requires the development of economic systems to make decisions about how goods and services are to be produced and distributed;
- Help learners analyze the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system;
- Help learners compare the costs and benefits to society of allocating goods and services through private and public means;
- Assist learners to see the relationships among the various economic institutions that comprise economic systems such as households, businesses, banks, government agencies, labor unions, and corporations;
- Guide learner analysis of the role of specialization and exchange in economic processes;

- Provide opportunities for learners to assess how values and beliefs influence economic decisions in different societies;
- Have learners compare basic economic systems according to how rules and procedures deal with demand, supply, prices, the role of government, banks, labor and labor unions, savings and investments, and capital;
- Challenge learners to apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues;
- Enable learners to distinguish between the domestic and global economic systems, and explain how the two interact;
- Guide learners in the application of knowledge of production, distribution, and consumption in the analysis of public issues such as the allocation of health care or the consumption of energy, and in devising economic plans for accomplishing socially desirable outcomes related to such issues;
- Help learners to distinguish between economics as a field of inquiry and the economy.

SCIENCE, TECHNOLOGY, AND SOCIETY - Social Studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of science, technology, and society.

Indicators of Capabilities for Teaching Social Studies:

- Enable learners to identify, describe, and examine both current and historical examples of the interaction and interdependence of science, technology, and society in a variety of cultural settings;
- Provide opportunities for learners to make judgments about how science and technology have transformed the physical world and human society and our understanding of time, space, place, and human-environment interactions;
- Have learners analyze the way in which science and technology influence core societal values, beliefs, and attitudes and how societal attitudes shape scientific and technological change;
- Prompt learners to evaluate various policies proposed to deal with social changes resulting from new technologies;
- Help learners to identify and interpret various perspectives about human societies and the physical world using scientific knowledge, technologies, and ethical standards from diverse world cultures;
- Encourage learners to formulate strategies and develop policy proposals for influencing public discussions associated with science/technology-society issues.

GLOBAL CONNECTIONS - Social Studies teachers should possess the knowledge, capabilities, and dispositions to provide instruction at the appropriate school level for the study of Global Connections and Interdependence.

Indicators of Capabilities for Teaching Social Studies:

- Enable learners to explain how language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding;
- Help learners to explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations;
- Provide opportunities for learners to analyze and evaluate the effects of changing technologies on the global community;
- Challenge learners to analyze the causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as health care, security, resource allocation, economic development, and environmental quality;
- Guide learner analysis of the relationships and tensions between national sovereignty and global interests in such matters as territorial disputes, economic development, nuclear and other weapons deployment, use of natural resources, and human rights concerns;
- Have learners analyze or formulate policy statements in such ways that they demonstrate an understanding of concerns, standards, issues, and conflicts related to universal human rights;
- Help learners to describe and evaluate the role of international and multinational organizations in the global arena;
- Have learners illustrate how individual behaviors and decisions connect with global systems.

CIVIC IDEALS AND PRACTICES - Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Civic Ideals and Practices.

Indicators of Capabilities for Teaching Social Studies:

- Assist learners to understand the origins and interpret the continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law;
- Guide learner efforts to identify, analyze, interpret, and evaluate sources and examples of citizens' rights and responsibilities;
- Facilitate learner efforts to locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues--identifying, describing, and evaluating multiple points of view;
- Provide opportunities for learners to practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic;
- Help learners to analyze and evaluate the influence of various forms of citizen action on public policy;
- Prepare learners to analyze a variety of public policies and issues from the perspective of formal and informal political actors;
- Guide learners as they evaluate the effectiveness of public opinion in influencing and shaping public policy development and decision making;
- Encourage learner efforts to evaluate the degree to which public policies and citizen behaviors reflect or foster the stated ideals of a democratic republican form of government;
- Support learner efforts to construct policy statements and action plans to achieve goals related to issues of public concern;
- Create opportunities for learner participation in activities to strengthen the "common good," based upon careful evaluation of possible options for citizen action.

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