

Course Alignment for the Competencies for Elementary K-6 Teachers: Social Studies																	
Course	Social Studies as a Field of Study			Culture						Time and Continuity and Change							
	1.1	1.2	1.3	2.1	2.2	2.3	2.4	2.5	2.6	3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.8
EDUC 4013 Teaching Social Studies	X	X	X	X	X	X	X	X	X								
HIST 2213 American History I										X	X	X	X	X	X	X	X
HIST 2223 American History II										X	X	X	X	X	X	X	X
HIST 1013 Survey of Civilizations I										X	X	X	X	X	X	X	X
HIST 1023 Survey of Civilizations II										X	X	X	X	X	X	X	X
GEOG 2213 General Geography				X	X	X	X	X	X								
Competencies for Elementary K-6 Teachers: Social Studies																	
Course	People, Places, and Environments										Individual Development & Identity					Individuals Groups Institutions	
	4.1	4.2	4.3	4.4	4.5	4.6	4.7	4.8	4.9	4.10	5.1	5.2	5.3	5.4	5.5	6.1	6.2
EDUC 4013 Teaching Social Studies	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
HIST 2213 American History I										X	X	X	X	X	X	X	X
HIST 2223 American History II										X	X	X	X	X	X	X	X
HIST 1013 Survey of Civilizations I		X	X				X			X	X	X	X	X	X	X	X
HIST 1023 Survey of Civilizations II		X	X				X			X	X	X	X	X	X	X	X
GEOG 2213 General Geography	X	X	X	X	X	X	X	X	X	X							

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Competencies for Elementary K-6 Teachers: Social Studies																	
Course	Power Authority and Governance							Production, Distribution, & Consumption									
	7.1	7.2	7.3	7.4	7.5	7.6	7.7	8.1	8.2	8.3	8.4	8.5	8.6	8.7	8.8	8.9	8.10
EDUC 4013 Teaching Social Studies	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
HIST 1013 Survey of Civilizations I									X						X		X
HIST 1023 Survey of Civilizations II									X						X		X
PSCI 2213 American National Government	X	X	X	X	X	X	X								X		

Competencies for Elementary K-6 Teachers: Social Studies																	
Course	Science, Technology, and Society					Global Connections				Civic Ideals and Practices							
	9.1	9.2	9.3	9.4	9.5	10.1	10.2	10.3	10.4	11.1	11.2	11.3	11.4	11.5	11.6	11.7	
EDUC 4013 Teaching Social Studies	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
HIST 2213 American History I	X		X										X				
HIST 2223 American History II	X		X										X				
HIST 1013 Survey of Civilizations I						X	X	X	X				X				
HIST 1023 Survey of Civilizations II						X	X	X	X				X				
PSCI 2213 American National Government				X	X	X				X	X	X		X	X	X	

Competencies for Elementary K-6 Teachers: Social Studies													
Course	Disciplinary Literacy												
	12.1	12.2	12.3	12.4	12.5	12.6	12.7	12.8	12.9	12.10	12.11		
READ 4023 Disciplinary Literacy	X	X	X	X	X	X	X	X	X	X	X	X	X

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In addition to demonstrating competencies in the Arkansas Teacher Standards, The Elementary Education K-6 teacher will demonstrate knowledge and/or competencies in the following social studies areas:

<p>1. Social Studies as a Field of Study</p> <p>ACEI: 2.4</p> <p>ATS (InTASC): Standards 3-5</p> <p>NCSS: National Standards for Social Studies Teachers, Volume I (2002).</p> <p>NCSS: National Curriculum Standards for Social Studies: A Framework for Teaching, Learning, and Assessment (2010).</p> <p>Praxis II (5034)</p>	<p>1.1 Social science tools and inquiry –</p> <ul style="list-style-type: none"> • understands what constitutes the social studies, overarching themes/concepts drawn from the social studies • understands how to integrate knowledge across the social studies and between the social studies and other disciplines (e.g., science, English language arts, mathematics, fine arts) • understands disciplinary literacy across the social studies content area (history, geography, economics, government) including the social sciences (psychology, sociology, anthropology) • understands best practices for teaching social studies to elementary school students • understands current literature and research in social studies education and research problems/issues of current interest and importance in social studies education • understands various methods of inquiry in the social sciences (e.g., naturalistic, historical, experimental) <p>1.2 Teacher candidates should be able to use knowledge, skills, and dispositions from social studies to organize and provide integrated instruction in grades K-6 for the study of major themes, concepts and modes of inquiry drawn from academic fields that address the NCSS themes – culture; time, continuity, and change; people, places, and environments; individual development and identity; individuals, groups, and institutions; power, authority, and governance; learning and assessment; production, distribution, and consumption; science, technology, and society; global connections; and civic ideals and practices.</p> <p>1.3 Motivation, interaction –</p> <ul style="list-style-type: none"> • understands learning environments that encourage social interaction, active engagement in learning, and self-motivation
<p>2 Culture</p> <p>ACEI: 2.4</p> <p>ATS (InTASC): Standard 2</p> <p>NCSS: National Standards for Social Studies Teachers, Volume I (2002)</p> <p>NCSS: National Curriculum Standards for Social Studies: A Framework for Teaching, Learning, and Assessment</p>	<p>2.1 Understand how humans create, learn, share, and adapt to culture NCSS</p> <p>2.2 Appreciate the role of culture in shaping lives and the society in which they live NCSS</p> <p>2.3 Understand diverse perspectives, acquiring the potential to foster more positive relations and interactions with diverse people within our nation and other nations NCSS</p> <p>2.4 Make informed decisions in an increasingly interdependent society and interconnected world NCSS</p> <p>2.5 Knows how people of different cultural backgrounds interact with their environment, family, neighborhoods, and communities (Praxis</p>

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<p>(2010). Theme 1. Praxis II (5034)</p>	<p>5034)</p> <p><i>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 cultural diversity. NCSS National Standards for Social Studies Teachers • Volume I (2002)</i></p> <p>They should assist/guide/enable students to:</p> <ul style="list-style-type: none"> • understand and apply the concept of culture as an integrated whole that governs the functions and interactions of language, literature, arts, traditions, beliefs, values, and behavior patterns; • analyze and explain how groups, societies, and cultures address human needs and concerns; • predict how experiences may be interpreted by people from diverse cultural perspectives and frames of reference; • compare and analyze societal patterns for transmitting and preserving culture while adapting to environmental and social change; • assess the importance of cultural unity and diversity within and across groups; • interpret patterns of behavior as reflecting values and attitudes, which contribute to or pose obstacles to cross-cultural understanding; • construct reasoned judgments about specific cultural responses to persistent human issues; • explain and apply ideas, theories, and modes of inquiry drawn from anthropology and sociology in the examination of persistent issues and social problems.
<p>3 Time Continuity and Change (History)</p> <p>ACEI: 2.4 ATS (InTASC): Standards 4, 5 NCSS: National Standards for Social Studies Teachers, Volume I (2002) NCSS: National Curriculum Standards for Social Studies: A Framework for Teaching, Learning, and Assessment (2010). Theme 2. Praxis II (5034): I, III</p>	<p>3.1 Examine institutions, values, and beliefs of people in the past NCSS</p> <p>3.2 Acquire skills in historical inquiry and interpretation NCSS</p> <p>3.3 Gain an understanding of how important historical events and developments have shaped the modern world NCSS</p> <p>3.4 Know history, how past and present interact, and key historical concepts, including time, chronology, cause and effect, change, conflict, point of view NCSS</p> <p>3.5 Understand and imparts the importance of major historical periods, people, events, developments, and documents NCSS</p> <p>3.6 Understand how and why individuals (including historians) may hold and espouse different views about the past NCSS</p> <p>3.7 Understand the linkages between human decisions and consequences NCSS</p> <p>3.8 Develop questions; plans investigations and research; applies disciplinary concepts and tools; gathers, evaluates, and uses evidence; and works collaboratively NCSS</p> <ul style="list-style-type: none"> • Knows European exploration and colonization in United States history and growth and expansion of the United States (Praxis

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	<p>5034)</p> <ul style="list-style-type: none"> • Knows about the American Revolution and the founding of the nation in United States history (Praxis 5034) • Knows the major events and developments in United States history from founding to present (e.g., westward expansion, industrialization, Great Depression) (Praxis 5034) • Knows about twentieth-century developments and transformations in the United States (e.g., assembly line, space age) (Praxis 5034) • Understands connections between causes and effects of events (Praxis 5034) • Knows key documents and speeches in the history of the United States (e.g., United States Constitution, Declaration of Independence, Gettysburg Address) (Praxis 5034) • Knows the major contributions of classical civilizations (e.g., Egypt, Greece, Rome) (Praxis 5034) • Understands twentieth-century developments and transformations in World history (Praxis 5034) • Understands the role of cross-cultural comparisons in World history instruction (Praxis 5034) <p><i>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. NCSS National Standards for Social Studies Teachers • Volume I (2002)</i></p> <p>They should assist/guide/enable students to:</p> <ul style="list-style-type: none"> • 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; • apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity; • identify and describe significant historical periods and patterns of change within and across cultures, including but not limited to, the development of ancient cultures and civilizations, the emergence of religious belief systems, the rise of nation-states, and social, economic, and political revolutions; • use processes of critical historical inquiry to reconstruct and interpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, searching for causality, and distinguishing between events and developments that are significant and those that are inconsequential;
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	<ul style="list-style-type: none"> 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; and 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.
<p>4 People, Places and Environments (Geography)</p> <p>ACEI: 2.4</p> <p>ATS (InTASC): Standards 4, 5</p> <p>NCSS: National Standards for Social Studies Teachers, Volume I (2002)</p> <p>NCSS: National Curriculum Standards for Social Studies: A Framework for Teaching, Learning, and Assessment (2010). Theme 3.</p> <p>Praxis II (5034): II</p>	<p>4.1 Develop spatial views and perspectives of the world NCSS</p> <p>4.2 Understand the relationships between people, places, and the environments and can use learners’ immediate personal experiences to have them reflect upon elements in their environment and how we use and think about the physical and built environment NCSS</p> <p>4.3 Examine where people, places, and resources are located, why they are there, and why this matters NCSS</p> <p>4.4 Explore the effects of the environment on human activities and the impact of these activities on the environment NCSS</p> <p>4.5 Understand geographic representations, tools, and resources (maps, atlases, aerial photographs, globes, etc.), their application and use NCSS</p> <p>4.6 Understand locales, regions, nations, and the world relative to place, location, direction, size, and shape NCSS</p> <p>4.7 Understand the interaction between physical geography and culture, history, politics, and economics NCSS</p> <p>4.8 Knows world and regional geography (e.g., spatial terms, places, and regions) (Praxis 5034)</p> <p>4.9 Understands the interaction of physical and human systems (e.g., how humans change the environment, how the environment changes humans, importance of natural and human resources) (Praxis 5034)</p> <p>4.10 Knows the uses of geography (e.g., apply geography to interpret past, to interpret present, to plan for future) (Praxis 5034)</p> <p><i>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 Environments. NCSS National Standards for Social Studies Teachers • Volume I (2002)</i></p> <p>They should assist/guide/enable students to:</p> <ul style="list-style-type: none"> use, interpret, and distinguish various representations of Earth such as maps, globes, and photographs, and use appropriate geographic tools; construct, use, and refine maps and mental maps, calculate distance, scale, area, and density, and organize information about people, places, regions, and environments in a spatial context; locate, distinguish, and describe the relationships among varying regional and global patterns of physical systems such as

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	<p>landforms, climate, and natural resources, and explain changes in the physical systems;</p> <ul style="list-style-type: none"> • explore characteristics, distribution, and migration of human populations on Earth’s surface; • describe how people create places that reflect culture, human needs, current values and ideals, and government policies; • examine, interpret, and analyze interactions of human beings and their physical environments, and to observe and analyze social and economic effects of environmental changes, both positive and negative; • consider, compare, and evaluate existing uses of resources and land in communities, regions, countries, and the world; • explore ways in which Earth’s physical features have changed over time, and describe and assess ways historical events have influenced and been influenced by physical and human geographic features.
<p>5 Individual Development and Identity</p> <p>ACEI: 2.4</p> <p>ATS (InTASC): Standard 5</p> <p>NCSS: National Standards for Social Studies Teachers, Volume I (2002).</p> <p>NCSS: National Curriculum Standards for Social Studies: A Framework for Teaching, Learning, and Assessment (2010). Theme 4.</p> <p>Praxis II (5034)</p>	<p>5.1 Study the influence of various times, cultures, groups, and institutions in order to understand individual development and identity NCSS</p> <p>5.2 Examine various forms of human behavior in specific cultural contexts NCSS</p> <p>5.3 Understand the relationships between social norms and emerging personal identities NCSS</p> <p>5.4 Understand the social processes that influence identity formation NCSS</p> <p>5.5 Examine the ethical and other principles underlying individual action NCSS</p> <p><i>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. NCSS National Standards for Social Studies Teachers • Volume I (2002)</i></p> <p>They should assist/guide/enable students to:</p> <ul style="list-style-type: none"> • articulate personal connections to time, place, and social/cultural systems; • describe and appreciate the influence of cultures, past and present, upon the daily lives of individuals; • describe how family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self; • apply concepts, inquiry, methods, and theories in the study of human growth and development, learning, motivation, behavior, perception, and personality; • analyze the interactions among ethical, ethnic, national, and

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	<p>cultural factors in specific situations;</p> <ul style="list-style-type: none"> • analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity and their effect upon human behavior; • compare and evaluate the impact of stereotyping, conformity, acts of altruism, discrimination, and other behaviors on individuals and groups; • understand how individual perceptions develop, vary, and can lead to conflict; • work independently and cooperatively within groups and institutions to accomplish goals; • examine factors that contribute to and damage one’s mental health; and analyze issues related to mental health and behavioral disorders in contemporary society.
<p>6 Individuals, Groups and Institutions</p> <p>ACEI: 2.4</p> <p>ATS (InTASC): Standards 4, 5</p> <p>NCSS: National Standards for Social Studies Teachers, Volume I (2002).</p> <p>NCSS: National Curriculum Standards for Social Studies: A Framework for Teaching, Learning, and Assessment (2010). Theme 5.</p> <p>Praxis II (5034)</p>	<p>6.1 Know how institutions are formed, maintained, and changed NCSS</p> <p>6.2 Understand how institutions influence individuals, groups and other institutions NCSS</p> <p><i>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. NCSS National Standards for Social Studies Teachers • Volume I (2002)</i></p> <p>They should assist/guide/enable students to:</p> <ul style="list-style-type: none"> • 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; • analyze groups and evaluate the influences of institutions, people, events, and cultures in both historical and contemporary settings; • understand the various forms institutions take, their functions, their relationships to one another and how they develop and change over time; • identify and analyze examples of tensions between expressions of individuality and efforts of groups and institutions to promote social conformity; • describe and examine belief systems basic to specific traditions and laws in contemporary and historical societies; • evaluate the role of institutions in furthering both continuity and change; • analyze the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings; • explain and apply ideas and modes of inquiry drawn from the behavioral sciences in the examination of persistent social issues and problems.

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<p>7 Power Authority and Governance (Civics & U.S. Government)</p> <p>ACEI: 2.4</p> <p>ATS (InTASC): Standard 4</p> <p>NCSS: National Standards for Social Studies Teachers, Volume I (2002).</p> <p>NCSS: National Curriculum Standards for Social Studies: A Framework for Teaching, Learning, and Assessment (2010). Theme 6.</p> <p>Praxis II (5034): I</p>	<p>7.1 Develop an understanding of the principles, processes, structures, and institutions of government NCSS</p> <p>7.2 Examine how power and authority are or have been obtained in various systems of government NCSS</p> <p>7.3 Understand how people in democratic nations organize to resolve conflicts for purposes such as establishing order and security, and seeking social justice NCSS</p> <p>7.4 Understand systems of power, authority, and governance in countries that are not democratic NCSS</p> <p>7.5 Examine the dynamic relationships between individual rights and responsibilities, the needs of social groups, and concepts of a just society NCSS</p> <p>7.6 Understand basic U.S. government documents and recognize how they attempt to balance the needs of the individual and the group NCSS</p> <p>7.7 Understands the nature, purpose, and forms (e.g., federal, state, local) of government (Praxis 5034)</p> <p><i>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. NCSS National Standards for Social Studies Teachers • Volume I (2002)</i></p> <p>They should assist/guide/enable students to:</p> <ul style="list-style-type: none"> • examine the rights and responsibilities of the individual in relation to their families, their social groups, their community, and their nation; • understand the purpose of government and how its powers are acquired, used, and justified; • examine issues involving the rights, roles, and status of individuals in relation to the general welfare; • describe the ways nations and organizations respond to forces of unity and diversity affecting order and security; • explain conditions, actions, and motivations that contribute to conflict and cooperation within and among nations; • analyze and explain governmental mechanisms to meet the needs and wants of citizens, regulate territory, manage conflict, and establish order and security; • identify and describe the basic features of the American political system, and identify representative leaders from various levels and branches of government; • apply concepts such as power, role, status, justice, democratic values, and influence to the examination of persistent issues and social problems; • explain and evaluate how governments attempt to achieve their
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<p>8 Production, Distribution and Consumption (Economics)</p> <p>ACEI: 2.4</p> <p>ATS (InTASC): Standard 4</p> <p>NCSS: National Standards for Social Studies Teachers, Volume I (2002).</p> <p>NCSS: National Curriculum Standards for Social Studies: A Framework for Teaching, Learning, and Assessment (2010). Theme 7.</p> <p>Praxis II (5034): III</p>	<p>stated ideals at home and abroad.</p> <p>8.1 Understand scarcity and unequal resources dictate need for economic systems of exchange, including trade NCSS</p> <p>8.2 Understand interdependent world economy NCSS</p> <p>8.3 Understand fundamental questions related to production, distribution, and consumption in local, state, national, and global context NCSS</p> <p>8.4 Understand the various roles and types of financial institutions NCSS</p> <p>8.5 Understand economic systems and basic economic concepts (scarcity, opportunity cost, trade-offs, supply, demand, etc.) NCSS</p> <p>8.6 Understand the difference between wants and needs, and can create opportunities for elementary learners to develop such an understanding NCSS</p> <p>8.7 Understand the why and how one may compare personal economic experiences with those of others and consider the wider consequences of those decisions on groups, communities, the nation, and beyond – age appropriate NCSS</p> <p>8.8 Understand the roles governments play in different economic systems (production of public goods, taxation, regulations, etc.) and their impacts on economic systems NCSS</p> <p>8.9 Knows key terms and basic concepts of economics (e.g., supply and demand, scarcity and choice, money and resources) (Praxis 5034)</p> <p>8.10 Understands how economics affects population, resources, and technology (Praxis 5034)</p> <p><i>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. NCSS National Standards for Social Studies Teachers • Volume I (2002)</i></p> <p>They should assist/guide/enable students to:</p> <ul style="list-style-type: none"> • 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; • analyze the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system; • compare the costs and benefits to society of allocating goods and services through private and public means; • understand the relationships among the various economic institutions that comprise economic systems such as households, businesses, banks, government agencies, labor unions, and corporations;
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	<ul style="list-style-type: none"> • analyze the role of specialization and exchange in economic processes; • assess how values and beliefs influence private and public economic decisions in different societies; • compare basic economic systems according to how they deal with demand, supply, prices, the role of government, banks, labor and labor unions, savings and investments, and capital; • apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues; • distinguish between domestic and global economic systems, and explain how the two interact; • apply economic concepts and principles 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; • examine the values and assumptions underlying the theories and models of economics; • distinguish between economics as a field of inquiry and the economy.
<p>9 Science, Technology and Society</p> <p>ACEI: 2.4</p> <p>ATS (InTASC): Standards 4, 5</p> <p>NCSS: National Standards for Social Studies Teachers, Volume I (2002).</p> <p>NCSS: National Curriculum Standards for Social Studies: A Framework for Teaching, Learning, and Assessment (2010). Theme 8.</p> <p>Praxis II (5034): II</p>	<p>9.1 Analyze how developments in science and technology impact individuals, groups, institutions, and societies NCSS</p> <p>9.2 Understand how wants and needs stimulate advances NCSS</p> <p>9.3 Question and analyze the impact of science and technology on society in past and present NCSS</p> <p>9.4 Understands different types of government and institutional systems, including those of the United States United States, and how those systems interact NCSS</p> <p>9.5 Understands the role and impact of citizen participation in civil society and in the political arena NCSS</p> <p><i>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. NCSS National Standards for Social Studies Teachers • Volume I (2002)</i></p> <p>They should assist/guide/enable students to:</p> <ul style="list-style-type: none"> • 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; • 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; • analyze the way in which science and technology influence core societal values, beliefs, and attitudes and how societal attitudes influence scientific and technological endeavors; • evaluate various policies proposed to deal with social changes

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	<p>resulting from new technologies;</p> <ul style="list-style-type: none"> • identify and interpret various perspectives about human societies and the physical world using scientific knowledge, technologies, and an understanding of ethical standards of this and other cultures; • formulate strategies and develop policy proposals pertaining to science/technology-society issues.
<p>10 Global Connections</p> <p>ACEI: 2.4</p> <p>ATS (InTASC): Standards 4, 5</p> <p>NCSS: National Standards for Social Studies Teachers, Volume I (2002).</p> <p>NCSS: National Curriculum Standards for Social Studies: A Framework for Teaching, Learning, and Assessment (2010). Theme 9.</p> <p>Praxis II (5034): II, III</p>	<p>10.1 Examine social, political, economic, cultural, and environmental connections at the personal, local, national, and international levels NCSS</p> <p>10.2 Understand the increasingly complex connections among individuals, groups, institutions, nations, and world communities NCSS</p> <p>10.3 Examine the opportunities and challenges created by global interconnectedness NCSS</p> <p>10.4 Identify issues arising from global connections NCSS</p> <p><i>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. NCSS National Standards for Social Studies Teachers • Volume I (2002)</i></p> <p>They should assist/guide/enable students to:</p> <ul style="list-style-type: none"> • explain how interactions among language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding; • explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations; • analyze and evaluate the effects of changing technologies on the global community; • 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; • analyze 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; • analyze or formulate policy statements that demonstrate an understanding of concerns, standards, issues, and conflicts related to universal human rights; • describe and evaluate the role of international and multinational organizations in the global arena; • illustrate how individual behaviors and decisions connect with

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<p>11 Civic Ideals and Practices</p> <p>ACEI: 2.4</p> <p>ATS (InTASC): Standards 4, 7</p> <p>NCSS: National Standards for Social Studies Teachers, Volume I (2002).</p> <p>NCSS: National Curriculum Standards for Social Studies: A Framework for Teaching, Learning, and Assessment (2010). Theme 10.</p> <p>Praxis II (5034)</p>	<p>global systems.</p> <p>11.1 Understand civic ideals and democratic principles implicit in basic documents (human dignity and individual rights, justice, general welfare, freedom, equality, rule of law, etc.) NCSS</p> <p>11.2 Understand how democratic ideals connect to historical and current situations NCSS</p> <p>11.3 Understand the use of democratic ideas in history and today NCSS</p> <p>11.4 Know a range of diverse, developmentally appropriate primary sources, literature, and other media (local, national and international) to illustrate and explore citizenship in other times and places NCSS</p> <p>11.5 Understand the role and impact of citizen participation in civil society and in the political arena NCSS</p> <p>11.6 Recognizes learners’ developing sense of fairness and order, and uses this sense as an entry point into examining and analyzing rights and responsibilities, rules, types of authority, and governmental structures of their schools and communities NCSS</p> <p>11.7 Knows the rights and responsibilities of citizenship in a democracy (Praxis 5034)</p> <p><i>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. NCSS National Standards for Social Studies Teachers • Volume I (2002)</i></p> <p>They should assist/guide/enable students to:</p> <ul style="list-style-type: none"> • understand the origins and 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; • identify, analyze, interpret, and evaluate sources and examples of citizens’ rights and responsibilities; • locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues—identifying, describing, and evaluating multiple points of view and taking reasoned positions on such issues; • practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic; • analyze and evaluate the influence of various forms of citizen action on public policy; • analyze a variety of public policies and issues from the perspective of formal and informal political actors; • evaluate the effectiveness of public opinion in influencing and shaping public policy development and decision-making; • evaluate the degree to which public policies and citizen behaviors reflect or foster the stated ideals of a democratic republican form
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	<p>of government;</p> <ul style="list-style-type: none"> • construct policy statements and action plans to achieve goals related to issues of public concern; • participate in activities to strengthen the “common good,” based upon careful evaluation of possible options for citizen action.
<p>12 Disciplinary Literacy</p> <p>ACEI: 2.4</p> <p>ATS (InTASC):</p> <p>NCSS: National Standards for Social Studies Teachers, Volume I (2002)</p> <p>NCSS: National Curriculum Standards for Social Studies: A Framework for Teaching, Learning, and Assessment (2010)</p> <p>Praxis II (5032): IB2, IB4 (CCSS Reading); IIB2, IIB4 (CCSS Writing)</p> <p>Praxis II (5034):</p>	<p>12.1 Disciplinary literacy – reading and writing in the content area</p> <ul style="list-style-type: none"> • understand the requirements of reading for comprehension in the variety of types of reading necessary within the social studies subjects (e.g., history, geography, economics, government) • understand how to teach close reading – text structures; ways texts present information chronologically, sequentially, comparatively, and causally; annotate a text • understand Common Core meaning of text complexity and how to determine • understand writing process as it pertains to the social studies content area • understand how to create appropriate writing tasks and rubrics • understand data literacy – transform data into actionable <p><u>Reading in History/Social Studies, Grade 6</u></p> <p>12.2 Acquiring a broad knowledge of developmentally appropriate historical and other social studies texts across genres, cultures, and centuries</p> <p>12.3 Selecting developmentally appropriate historical and other social studies texts, using all measures of text complexity: qualitative, quantitative, and reader and task</p> <p>12.4 Reading historical and other social studies texts closely and critically to analyze the key ideas and details as well as craft and structure with the purpose of integrating knowledge and ideas both within and across texts</p> <ul style="list-style-type: none"> • Citing specific textual evidence to support analysis of primary and secondary sources • Determining the central ideas or information of a primary or secondary source <ul style="list-style-type: none"> ○ Providing an accurate summary of the source distinct from prior knowledge or opinions • Identifying key steps in a text’s description of a process related to history/social studies • Determining the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies • Describing how a text presents information (e.g., sequentially, comparatively, causally). • Identifying aspects of a text that reveals an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance

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	<p>of particular facts).</p> <ul style="list-style-type: none"> • Integrating visual information with other information in print and digital texts • Distinguishing among fact, opinion, and reasoned judgment in a text • Analyzing the relationship between a primary and secondary source on the same topic <p><u>Writing in History/Social Studies, Grade 6</u></p> <p>12.5 Writing opinion pieces on topics or texts, supporting a point of view with reasons and information</p> <ul style="list-style-type: none"> • Introducing a topic or text clearly, stating an opinion, and creating and organizational structure in which ideas are logically grouped to support the writer’s purpose • Providing logically ordered reasons that are supported by facts and details • Linking opinion and reasons using words, phrases, and clauses • Providing a concluding statement or section related to the opinion presented <p>12.6 Writing arguments focused on discipline-specific content</p> <ul style="list-style-type: none"> • Introducing claim(s) about a topic or issue, acknowledging and distinguishing the claim(s) from alternate or opposing claims, and organizing the reasons and evidence logically • Supporting claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources • Using words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence • Establishing and maintaining a formal style • Providing a concluding statement or section that follows from and supports the argument presented <p>12.7 Writing informative/explanatory texts, including the narration of historical events, scientific procedures/experiments or technical processes</p> <ul style="list-style-type: none"> • Introducing a topic clearly, previewing what is to follow <ul style="list-style-type: none"> ○ Organizing ideas, concepts, and information into broader categories as appropriate to achieving purpose ○ Including formatting, graphics, and multimedia when useful to aiding comprehension • Developing the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples • Using appropriate and varied transitions to create cohesion and clarifying the relationships among ideas and concepts
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	<ul style="list-style-type: none"> • Using precise language and domain-specific vocabulary to inform about or explain the topic • Establishing and maintaining a formal style and objective tone • Providing a concluding statement or section that follows from and supports the information or explanation presented <p>12.8 Incorporating narrative elements effectively into arguments and informative/explanatory texts.</p> <ul style="list-style-type: none"> • Incorporating narrative accounts into analyses of individuals or events of historical import • Writing precise enough descriptions of the step-by-step procedures used in scientific investigations or technical work that others can replicate them and (possibly) reach the same results <p>12.9 Producing and distributing writing</p> <ul style="list-style-type: none"> • Producing clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience • Developing and strengthening writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed • Demonstrating a command of Standard grammar and conventions <p>12.10 Demonstrating the grade-level expectations for using technology</p> <ul style="list-style-type: none"> • Using the Internet to produce and publish writing as well as to collaborate with others • Presenting the relationships between information and ideas clearly and efficiently <p>12.11 Researching to build and present knowledge</p> <ul style="list-style-type: none"> • Conducting short research projects to answer a question (including a self-generated question) <ul style="list-style-type: none"> ○ Drawing on several sources ○ Generating additional related, focused questions that allow for multiple avenues of exploration • Gathering relevant information from multiple print and digital sources <ul style="list-style-type: none"> ○ Using search terms effectively ○ Assessing the credibility and accuracy of each source ○ Quoting or paraphrasing the data and conclusions of others ○ Avoiding plagiarism ○ Following a standard format for citation • Drawing evidence from informational texts to support analysis, reflection, and research
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