

STANDARDS	H105	H106	H113 or /H108	H114 or /H109	E201	G107	G110	Y103	Y215	Y219	B104	R100	R121	A104	E202	270	300/400	G326 or /G327	G314 or /G315	G300 or /G337 or /G338	CHOICE OF POLS	B310 or /B340 or /B360	B370 or /B380	B105 or /B307	R351	R356 or /R357	
Standard #1: Teachers of Social Studies understand the ideas, principles, and practices of citizenship in a democratic republic and can use this knowledge to create meaningful learning experiences for students.	X	X	X	X				X																			
Performance																											
1. Interpret and evaluate sources and examples of citizens' rights and responsibilities.								X																			
2. Practice forms of civic discussion and participation consistent with the ideas of citizens in a democratic republic.	X	X						X																			
3. Create a policy statement and plan of action which achieve one or more goals related to an issue of public concern.								X																			
Knowledge																											
1. Understand the origins and interpret the continuing influence of key ideas of the democratic republic form of government such as individual human dignity, liberty, justice, equality, and the rule of law.	X	X						X																			
2. Recognize and analyze various forms of citizen action that influence public policy decisions.	X	X						X																			

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STANDARDS																											
3. identify and explain the roles of formal and informal political actors in influencing and shaping public policy and decision making.	X	X	X	X				X																			
Dispositions																											
1. Advocate a reasoned commitment to the civic values needed to function responsibly in a democratic society.	X	X						X																			
2. Perceive the need to locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues, while identifying, describing, and evaluating multiple points of view.	X	X	X	X				X																			
3. Appreciate how many public policies and citizen behaviors may or may not reflect the stated ideas of a democratic republic form of government.	X	X						X																			
4. Commit to engage in activities to improve the community based upon evaluation of possible options for citizen action.								X																			

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STANDARDS																											
Standard #2: Teachers of social studies understand the way human beings view themselves in and over time and can use this knowledge to create meaningful learning experiences for students.	X	X	X	X																							
Performances																											
1. Create learning opportunities that demonstrate the ability to trace and analyze chronological periods and that examine the relationships of significant themes and concepts in history.	X	X	X	X																							
2. Adapt curriculum, instruction, resources, and assessment to provide for a range of wide student differences.	X	X	X	X																							
3. Create learning opportunities that help students exercise their skills as citizens in a democratic society by engaging in problem solving and civic decision making in the classroom, school and community settings.	X	X	X	X																							

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STANDARDS																											
4. Use knowledge of facts and concepts drawn from history, along with methods of historical inquiry, to allow for informed decision making about and action taken on public issues.	X	X	X	X																							
5. Identify and describe selected historical periods and patterns of change within and across cultures.	X	X	X	X																							
Knowledge																											
1. Comprehend 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.	X	X	X	X																							
2. Identify and describe selected historical periods and patterns of change within and across cultures.	X	X	X	X																							
3. Evaluate evidence, develop comparative and casual analyses, interpret the historical record, and construct sound historical argument and perspectives on which informed decisions in contemporary life can be based.	X	X	X	X																							

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Dispositions																											
1. Possess critical sensitivities such as empathy by reading first person accounts and skepticism by comparing varying viewpoints on a particular issue; this will allow students to study attitudes, values, and behaviors of people in different historical contexts.	X	X	X	X																							
2. Commit to acknowledging that scholars may describe the same event or situation in different ways and to providing reasons or evidence for their views.	X	X	X	X																							
3. Value understanding of societal concerns, standards, issues, and conflicts related to universal human rights.	X	X	X	X																							
Standard #3: Teachers of social studies understand the nature and distribution of Earth's people, places and environments and can use this knowledge to create meaningful learning experiences for students. Natural and human resources affect how people interact with their environment and each other.							X	X		X				X	X												

STANDARDS	R356 or /R357	R351	B105 or /B307	B370 or /B380	B310 or /B340 or /B360	CHOICE OF POLS	G300 or /G337 or /G338	G314 or /G315	G326 or /G327	300/400	270	E202	A104	R121	R100	B104	Y219	Y215	Y103	G110	G107	E201	H114 or /H109	H113 or /H108	H106	H105	
Performances																											
1. Possess mental maps that can be used to interpret political, physical, and cultural distribution patterns of present and past events.							X	X	X								X	X		X	X						
2. Are able to access or prepare maps and graphs, using technology as needed, to demonstrate spatial distribution and relationships.							X	X	X				X				X	X		X	X						
3. Demonstrate knowledge of Earth's dynamic physical systems and their impact on humans, including plate tectonics and vulcanism, degradation and aggradation, earth/sun relations, wind systems and ocean currents, the water cycle, weather and climate, and related patterns of natural vegetation and land use.							X	X	X											X	X						
4. Demonstrate and understanding of population dynamics and distribution, cultural diversity, and the level of economic development which exists on Earth; and are able to relate these to physical, cultural, historical, economic, and political circumstances.							X	X	X											X	X						

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STANDARDS																										
5. Are able to relate Earth's physical systems and varied patterns of human activity to world environmental problems.									X								X	X			X					
Knowledge																										
1. Know and understand the interrelationship of the five themes of geography: location, place, human/environment interaction, movement, and region.									X								X	X			X					
2. Prepare, interpret, use, and synthesize information from various representations of the Earth, such as maps, globes, photographs, paintings, and their own observations, to synthesize information and interpret spatial patterns.									X								X	X			X					
3. Know Earth's physical and human patterns and understand how people interact with their physical environment.									X								X	X			X					
4. Understand the concept of a Region, a human construct for organizing information to interpret Earth's complexity; know the physical and cultural characteristics that distinguish each of the world's culture regions, and the major countries within each world region.									X								X	X			X					

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STANDARDS																											
5. Understand that the flow of people, goods, and ideas links all parts of the world in an interdependent and ever-changing system that creates and spreads wealth unevenly.						X	X											X	X								
Dispositions																											
1. Recognize and critically evaluate for classroom use appropriate geographic resources, data sources, and tools such as globes, atlases, maps, map projections, aerial photographs, satellite images, geographic information systems (GIS), newspapers, journals, and databases.						X	X											X	X	X							
2. Value and encourage the use of mental maps at local, regional, national and world scales both to foster understanding of relative locations, direction, size, and shape and to serve as a spatial foundation for all knowledge.						X	X											X	X	X							
3. Recognize and value the varieties of human imprints on Earth as a reflection of people's culture, technology, needs, and ideas, and governance.						X	X							X				X	X	X							

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STANDARDS																											
4. Appreciate the need to assess the impact of physical and human geography on historical events, and conversely, the role of the past in the development of present human spatial patterns.						X	X											X	X								
Standard #4: Teachers of social studies understand how people create and change structures of power, authority, and governance and can use this knowledge to create meaningful learning experiences for students.					X			X		X		X	X	X													X
Performances																											
1. Apply concepts such as power, role, status, justice, and influence to the examination of persistent issues and social problems.					X			X		X		X	X	X													X
2. Apply ideas, theories, and modes of inquiry drawn from political science to examine persistent issues and social problems.								X		X			X														
3. Explore the role of technology in communications, transportation, information-processing, weapons development, or other areas as it contributes to resolving conflict.								X		X																	X

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Knowledge																											
1. Grasp and are able to explain the purposes of government at the local, state, and national levels and are able to analyze how powers are acquired, used, and justified.					X			X	X																		
2. Know and are able to compare different political systems (their ideologies, structure, institutions, processes, and political cultures) with that of the United States, and to identify representative political leaders from selected historical and contemporary settings.								X	X																		
3. Understand ideas and mechanisms to meet the needs and desires of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society.					X			X	X																		X
Dispositions																											
1. Recognize and address persistent issues involving the rights, roles, and status of the individual in relation to the general welfare.								X	X			X	X	X													X
2. Perceive and acknowledge that groups and organizations encourage unity and deal with diversity to maintain order and security.								X	X			X	X	X													X

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STANDARDS																											
3. Recognize the conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.								X	X				X	X													X
Standard #5: Teachers of social studies understand why and how people organize for the production, exchange, and consumption of goods and services and can use this knowledge to create meaningful experiences for students.					X	X			X			X	X	X	X												
Performances																											
1. Create learning experiences that develop key skills in economics: identifying economic problems, alternatives, and costs; analyzing economic incentives and the consequences of changes in economic conditions and public policies; and collecting, organizing, and interpreting economics data and reference sources.					X										X	X											
2. Demonstrate the ways in which scarcity necessitates the choices individuals and societies must make to satisfy wants.					X	X			X			X	X	X	X												

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STANDARDS																											
3. Apply economic concepts and reasoning when evaluating historical and contemporary social issues and public policies.											X	X									X						
Knowledge																											
1. Realize that we live in a mixed market economic system in which production, exchange, and consumption decisions are made through the market interacting with government and are influenced by tradition.												X		X								X					
2. Understand that increasing technological change and globalization have resulted in a highly interdependent world economy.												X		X							X						
3. Comprehend that because resources are scarce and often unevenly distributed across people and regions, specialization and systems of exchange are necessary to improve the well-being of both the individual and society.													X	X							X						

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Dispositions																										
1. Believe that the study of economics should prepare students to function more effectively as workers, consumers, savers, investors, and citizens throughout their lives; in short, they help students to become effective participants in the global economy.												X										X				
2. Accept the scope of economics as the study of the allocation of scarce resources to satisfy unlimited wants.											X	X										X				
3. Acknowledge the ever-changing nature of the economy and the role of individuals in it.												X										X				
Standard #6: Teachers of social studies understand global connections and interdependence and can create meaningful learning experiences for students.															X	X					X	X				
1. Use print and electronic media, maps, globes, and atlases to provide students with information about events that are occurring.																				X	X					
2. Create learning experiences about current issues that encourage research and problem solving.															X	X				X	X					

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STANDARDS																										
3. Describe and analyze the effects of changing technologies on the local and global communities.							X	X	X				X													
Knowledge																										
1. Understand the interdisciplinary nature of social studies and know how to make connections using current events.								X	X			X	X													
2. Know how to use a variety of resources, both primary and secondary, to better understand the causes and effects of current events on the student's world.					X			X	X			X	X													
3. Understand that current events provide and arena for the study of global connections through the interplay of Earth's physical and human systems.						X	X	X	X			X	X													
Dispositions																										
1. Value and understand that "today's current event is tomorrow's history" and that current events provide opportunities for the study of global connections and our interdependence on this planet.								X	X			X														
2. Appreciate the ever-changing nature of current events and the need to maintain a flexible classroom approach.								X	X			X														

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STANDARDS																											
3. Monitor ongoing current events and create classroom opportunities for students to see the relationship of these events to their lives.						X	X	X		X																	
Standard #7: Teachers of social studies understand individual development and identity and can use this knowledge to create learning experiences designed to promote student growth and reflect.											X			X								X	X	X			
Performances																											
1. Guide investigation into the relationship between social norms and emerging personal identities.											X											X	X	X			
2. Explore the processes that influence identity formation.											X											X	X				
3. Show different ways individuals develop and how personalities may change over a period of time.											X											X	X	X			
Knowledge																											
1. Possess knowledge of the ways group and cultural influences contribute to the development of a sense of self.											X			X								X	X				
2. Know how learning and physical development affect behavior.											X			X								X	X				
3. Realize the factors that affect mental health.											X			X								X	X				

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Dispositions																											
1. View themselves and their students as unique individuals who interact with other individuals and groups including family, school, community, country, and the world.											X											X	X	X			
2. Value how people meet their basic needs in a variety of contexts.											X			X								X	X				
3. Advocate the creation of learning opportunities by analyzing why people behave as they do.											X			X								X	X				
Standard #8: Teachers of social studies understand interaction among individuals, groups, and institutions and can use this knowledge to create meaningful learning experiences for students.					X		X				X	X	X	X											X	X	
Performances																											
1. Analyze how groups and institutions influence people, events, and elements of culture.					X	X						X	X	X											X	X	
2. Apply how groups and institutions work to meet individual needs and promote the common good.					X	X						X	X	X											X	X	
3. Describe the role of institutions in furthering both continuity and change.					X	X						X	X	X											X	X	

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Knowledge																											
1. Know how individuals, groups, and institutions are formed, controlled, and maintained in a society.					X		X					X	X	X													X
2. Understand how roles, status, and social class describe the interactions and connections between individuals, groups, and institutions in society.							X					X	X	X													X
3. Realize how individuals, groups, and institutions develop and change over time, thus furthering both continuity and change.							X				X	X	X	X													X
Dispositions																											
1. Value the constant, but also ever-changing, content of sociology and the need for continuous growth to remain knowledgeable and current.												X	X														X
2. Believe that social institutions play an integral part in the life of an individual.							X					X	X	X													X
3. Appreciate how social institutions are formed and maintained or changed.							X					X	X	X											X	X	
4. Are sensitive to diversity issues.							X					X	X	X											X	X	

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STANDARDS																											
Standard #9: Teachers of social studies understand culture and cultural diversity and can use this knowledge to create meaningful learning experiences for students.						X	X			X		X	X	X													
Performances																											
1. Guide investigation of nations and cultures of the world in terms of their diversity, commonalities, and interrelationships.							X		X					X													
2. Select and integrate knowledge from the social sciences, the natural sciences, and the humanities in order to prepare students to live effectively in a world with limited natural resources and characterized by ethnic diversity, cultural pluralism, and increasing interdependence.						X	X		X			X	X	X													
3. Recognize and accommodate the variety of learning styles and modes of expression students bring to the study of world cultures.																											
Knowledge																											
1. Understand culture, human diversity, and the interconnections among peoples of the world.							X		X			X	X	X													

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STANDARDS																											
2. Possess an understanding of the interdisciplinary nature of the content of the subject matter of world cultures.													X				X			X							
3. Cultivate a perspective of the world which emphasizes interconnections.													X				X			X							
Dispositions																											
1. Realize that effective cross-cultural communication is fostered through understanding the historical, geographical, and economic roots of diversity.													X	X	X		X			X							
2. Possess an understanding of the interdisciplinary nature of the subject matter of world cultures.													X				X			X							
3. Cultivate a perspective of the world which emphasizes interconnections.													X	X	X		X			X							
4. Commit to connecting the study of world cultures to the students' own experiences.													X	X	X		X			X							