

Middle Grades Standards

Thank you for your role in the evaluation of our teacher education candidates' student teaching experience! To enhance the effective and accurate assessment of our candidates, in relation to their content knowledge and pedagogical knowledge and skills, the School of Education has documented the expectations for our candidates through the identification of standards that should be used as part of the assessment process.

Below you will find a listing of the Peru State College Conceptual Framework standard and their alignment to INTASC. You will also find specific standards from The Nebraska Department of Education's Rule 24 Guidelines for **Middle Grades Education** that have been aligned to our student teaching evaluation indicators. As you complete both the Content Studies and Pedagogical Studies sections of the evaluation, please critically analyze the student teaching candidate in relation to the specific standards listed below, for both the general middle level standards as well as the specific cognate area standards.

Again, thank you for your participation in this crucial aspect of our teacher education program. The School of Education appreciates your time and efforts.

Peru State College Conceptual Framework Outcomes		
Content Knowledge		
PERU-U.1.2.1	Teacher education candidates interrelate all content areas, use tools of inquiry, and emphasize the significance of literacy and diversity across the curriculum.	INTASC Standards 1, 2, 3, 4, 7, 8, 9
PERU-U.1.2.2	Teacher education candidates identify, select and evaluate appropriate resources to support a coherent lesson sequence in their content area which creates meaningful learning experiences and productive student work.	INTASC Standards 2, 4, 7, 8
PERU-U.1.2.3	Teacher education candidates demonstrate comprehension of the evolving nature of theory and research in their content area.	INTASC Standards 1, 8, 9

General Middle Grades Content Knowledge Standards for all candidates:

Indicator 1: The teacher candidate presents the central concepts of the content area(s) knowledgeably and in sufficient depth.

C4b. Utilize multiple assessment strategies for the purposes of planning instruction and facilitating student learning, including being able to utilize prescriptive skills in planning and modifying individual and group instruction;

C6. demonstrate cooperative and collaborative skills in working with others, including being able to:

- a. collaborate and team teach with one or more teachers; and
- b. collaborate with families, resource persons, and community groups to achieve common goals for young adolescents;

C7. demonstrate an understanding of and ability to apply current research and best practices, and

C8. demonstrate understanding of the philosophy and history of middle level education.

Indicator 2: The teacher candidate integrates professional knowledge and research into lesson planning within the content area(s).

C1. Demonstrate an understanding of and be able to apply knowledge of the growth and development of young adolescents with a range of abilities and disabilities including:

- a. the physical, intellectual, emotional, and social development of young adolescents, within social and cultural contexts;
- b. typical and atypical patterns in growth and development; and
- c. changes in family settings, social contexts, threats to health and safety, and risk behaviors in contemporary society that affect healthy development of young adolescents;

C4a. Create and evaluate learning environments and activities which are developmentally appropriate and culturally responsive;

C4c. Develop rigorous and developmentally appropriate curriculum for young adolescents;

C4f. Teach reading and writing relevant to the prospective teacher's content areas of specialization; and

C4h. Utilize strategies which facilitate students attaining mastery of content.

Indicator 3: The teacher candidate integrates related aspects of other content areas into lessons.

C3. Demonstrate developmentally appropriate methodological skills and strategies for integrating two or more of the following content areas:

- a. Agricultural Education
- b. Art
- c. Business Education
- d. Family and Consumer Sciences
- e. Foreign Language
- f. Health and Physical Education
- g. Industrial Technology
- h. Language Arts
- i. Mathematics
- j. Natural Sciences
- k. Social Science; and

C4e. Plan, implement, and assess integrated curriculum.

Indicator 4: The teacher candidate communicates the evolving nature of the content area(s) to students.

C2. Demonstrate developmentally appropriate methodological skills and strategies for teaching the middle level core subject areas, including reading and language arts, mathematics, science, social sciences, and the fine arts.

Indicator 5: The teacher candidate provides opportunities for students to develop general and content area literacy.

C4d. Teach the basic concepts and skills of inquiry;

C4g. Structure instruction so that all students are both challenged and successful, including being able to:

1. demonstrate skills in differentiating curriculum and instruction, and
2. modify the environment to meet the special needs of young adolescents with a range of abilities and disabilities;

C4i. Incorporate learners' ideas, interests, and questions into the exploration of curriculum and pursuit of knowledge;

C4j. Utilize multiple grouping strategies that emphasize interdependence, cooperation, and individual responsibilities; and

C5. demonstrate positive relationships with young adolescents, including being able to:

- a. facilitate students in their own problem solving;
- b. recognize and respond appropriately to the diversity among young adolescents; and
- c. manage student behavior while concurrently promoting self-discipline and positive self-image.

Content Knowledge - Art:

Indicator 1: The teacher candidate presents the central concepts of the content area(s) knowledgeably and in sufficient depth.

A. Demonstrate knowledge and an understanding of the concepts, skills, and processes of the Nebraska Content Standards for grades four and eight, and the concepts, skills, and processes beyond the eighth grade leading to the twelfth grade standards in the areas of reading/writing, mathematics, science, and social studies. Those prospective teachers should demonstrate in their content area of specialization both an understanding of and the ability to teach the concepts, skills, and processes of the Nebraska Content Standards for grades four and eight, and those beyond the eighth grade leading to the twelfth grade standards;

D2d. Describe, analyze, interpret, and evaluate works of art;

D2e. Demonstrate knowledge and understanding of aesthetics, the philosophical aspects of art, and the contributions of art to the individual, to community, and to society-at-large; and

D2f. Demonstrate an understanding of and be able to apply a variety of ideas, media, techniques, evolving technologies, and processes in both two and three dimensional art.

Indicator 2: The teacher candidate integrates professional knowledge and research into lesson planning within the content area(s).

D2b. Plan, organize, deliver, and assess a comprehensive art education program to meet the needs of all students;

D2g. Demonstrate an understanding of safety standards; and

D2h. establish safe instructional practices in the classroom.

Indicator 3: The teacher candidate integrates related aspects of other content areas into lessons.

B. Demonstrate academic background knowledge and be able to utilize the knowledge, skills, and processes of communication, including composition and speech; health and wellness; humanities, including literature; mathematics; natural sciences; social sciences; and fine arts.

Indicator 4: The teacher candidate communicates the evolving nature of the content area(s) to students.

D2a. Describe the foundations and philosophies of art education; and

D2c. Demonstrate knowledge and understanding of art appreciation in a variety of contemporary and past cultures.

Indicator 5: The teacher candidate provides opportunities for students to develop general and content area literacy.

Content Knowledge - Business:

Indicator 1: The teacher candidate presents the central concepts of the content area(s) knowledgeably and in sufficient depth.

A. Demonstrate knowledge and an understanding of the concepts, skills, and processes of the Nebraska Content Standards for grades four and eight, and the concepts, skills, and processes beyond the eighth grade leading to the twelfth grade standards in the areas of reading/writing, mathematics, science, and social studies. Those prospective teachers should demonstrate in their content area of specialization both an understanding of and the ability to teach the concepts, skills, and processes of the Nebraska Content Standards for grades four and eight, and those beyond the eighth grade leading to the twelfth grade standards;

D3a. Demonstrate knowledge and understanding of the concepts, principles and processes of:

1. accounting,
2. economics or personal finance,
3. management,
4. oral, written, and technological communication, and
5. information technologies and systems;

D3b. Demonstrate knowledge and understanding of the principles and functions of the United States economic system; and

D3c. Demonstrate knowledge and understanding of the relationship of the United States economy to the global economy.

Indicator 2: The teacher candidate integrates professional knowledge and research into lesson planning within the content area(s).

D3h. Provide information regarding career opportunities in the field of business; and

D3i. Utilize advanced technology to gather information, manage data, and communicate with a variety of audiences.

Indicator 3: The teacher candidate integrates related aspects of other content areas into lessons.

B. Demonstrate academic background knowledge and be able to utilize the knowledge, skills, and processes of communication, including composition and speech; health and wellness; humanities, including literature; mathematics; natural sciences; social sciences; and fine arts.

Indicator 4: The teacher candidate communicates the evolving nature of the content area(s) to students.

Indicator 5: The teacher candidate provides opportunities for students to develop general and content area literacy.

D3d. Create learning experiences that facilitate students' acquisition of the role of the consumer in the United States economy;

D3e. Create learning experiences that facilitate students' abilities to make consumer decisions and solve consumer problems;

D3f. Create learning experiences that facilitate students' acquisition of the principles of entrepreneurship, and the process of starting and maintaining a business;

D3g. Create learning experiences that facilitate students' abilities to utilize advanced technologies; and

D3j. Utilize vocational student organizations, e.g., Future Business Leaders of America, to develop leadership abilities.

Content Knowledge – Health and Physical Education:

Indicator 1: The teacher candidate presents the central concepts of the content area(s) knowledgeably and in sufficient depth.

A. Demonstrate knowledge and an understanding of the concepts, skills, and processes of the Nebraska Content Standards for grades four and eight, and the concepts, skills, and processes beyond the eighth grade leading to the twelfth grade standards in the areas of reading/writing, mathematics, science, and social studies. Those prospective teachers should demonstrate in their content area of specialization both an understanding of and the ability to teach the concepts, skills, and processes of the Nebraska Content Standards for grades four and eight, and those beyond the eighth grade leading to the twelfth grade standards;

D6c. Describe the aims and objectives of a comprehensive school health education program, and specifically the components of health instruction and physical education;

D6j. Demonstrate an understanding of and skills in basic locomotor, non-locomotor, and manipulative movement skills and patterns, e.g., walking, throwing, twisting;

D6k. Demonstrate an understanding of and skills in traditional individual, dual, and team sports and games;

D6l. Demonstrate an understanding of and skills in contemporary, noncompetitive activities suitable for participation throughout life, e.g., hiking, skating, cycling;

D6m. Demonstrate an understanding of and skills in basic rhythmic activities as well as various dance forms;

D6n. Demonstrate an understanding of and skills in exercise and fitness as an activity or series of activities, and the physiological effects of exercise;

D6o. Demonstrate an understanding of human movement from a motor development and motor learning perspective;

D6p. Demonstrate an understanding of typical and atypical social, cognitive, and psychomotor development of children and adolescents; and

D6q. Demonstrate an understanding of the philosophical and historical development of health and physical education.

Indicator 2: The teacher candidate integrates professional knowledge and research into lesson planning within the content area(s).

D6a. Select, plan, teach and evaluate developmentally appropriate health and physical education curriculum;

D6r. Create and utilize formative and summative fitness, motor skills, and cognitive assessment skills;

D6s. design adapted physical education learning experiences for students with special needs; and

D6t. Participate in reflective practices and collaboration with colleagues in order to foster professional growth and to advocate for the health and physical education program.

Indicator 3: The teacher candidate integrates related aspects of other content areas into lessons.

B. Demonstrate academic background knowledge and be able to utilize the knowledge, skills, and processes of communication, including composition and speech; health and wellness; humanities, including literature; mathematics; natural sciences; social sciences; and fine arts; and

D6b. Apply knowledge of anatomy, physiology, and related sciences to personal and community health care, and physical education activities.

Indicator 4: The teacher candidate communicates the evolving nature of the content area(s) to students.

D6d. Demonstrate an understanding of the sociological aspect related to health and physical activity, including:

1. the interrelatedness of culture, language, ethnicity, and/or gender on health care issues and the selection of and involvement in physical activities;
2. the variations in social dynamics among individuals in small group and large group activities; and
3. the role of physical activities in social, ethical and moral development.

Indicator 5: The teacher candidate provides opportunities for students to develop general and content area literacy.

D6e. Analyze the interrelationships of personal and community behaviors and health;

D6f. Demonstrate an understanding of methods to reduce the occurrence of the health risk behaviors which most negatively affect children and adolescents (e.g., physical inactivity, intentional and unintentional injuries, dietary habits, tobacco use, alcohol and other drug use, and sexual activity which results in sexually transmitted diseases, including HIV/AIDS, and unintended pregnancy);

D6g. Analyze situations to prevent injuries and the spread of contagious diseases;

D6h. Describe the effects of prescription and non-prescription drugs on general well being and the community; and

D6i. Describe the factors involved in emotional and mental health, ways for promoting acceptable emotional reactions, ways for promoting mental health (including exercise), and community responses and responsibilities.

Content Knowledge – Language Arts:

Indicator 1: The teacher candidate presents the central concepts of the content area(s) knowledgeably and in sufficient depth.

A. Demonstrate knowledge and an understanding of the concepts, skills, and processes of the Nebraska Content Standards for grades four and eight, and the concepts, skills, and processes beyond the eighth grade leading to the twelfth grade standards in the areas of reading/writing, mathematics, science, and social studies. Those prospective teachers should demonstrate in their content area of specialization both an understanding of and the ability to teach the concepts, skills, and processes of the Nebraska Content Standards for grades four and eight, and those beyond the eighth grade leading to the twelfth grade standards;

D8a. Demonstrate knowledge and an understanding of the English language, including being able to:

1. demonstrate an understanding of language acquisition and development;
2. demonstrate how reading, writing, listening, viewing, and thinking are interrelated;
3. recognize the impact of cultural, economic, political, and social environments upon language;
4. demonstrate an understanding of diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles;
5. demonstrate an understanding of how and why the English language evolves;
6. demonstrate an understanding of English grammars;
7. demonstrate an understanding of syntax and phonology; and
8. demonstrate an understanding of the various purposes for which language is used;

D8b. Demonstrate knowledge and an understanding of reading processes, including being able to:

1. describe reading and writing development;
2. teach basic skills and strategies in reading and writing;
3. teach students to use reading and writing as tools for learning;
4. motivate readers and writers using a wide variety of methods and materials;
5. match reading materials with students' abilities;
6. involve parents in cooperative efforts and programs;
7. use a wide range of strategies to comprehend, interpret, evaluate, and appreciate literary and other texts; and
8. demonstrate an understanding of the uses of reading for different purposes;

D8c. Demonstrate knowledge and an understanding of different composing processes, including being able to:

1. use a wide range of writing strategies to generate meaning and to clarify understanding;
2. produce different forms of written discourse for various audiences demonstrating conventional usages for those forms and audiences;
3. demonstrate how written discourse can influence thought and action; and
4. revise, edit, and proof read written text;

D8d. Demonstrate knowledge and an understanding of an extensive range of literature, including being able to:

1. demonstrate knowledge of a broad historical and contemporary spectrum of United States and world literatures, including
 - (a) literature from a range of cultures;
 - (b) literature from a range of genres;
 - (c) literature by authors of both genders;
 - (d) literature by authors of color; and
 2. demonstrate an extensive knowledge of award winning books especially written for early adolescents, including themes, character, settings, and level of reading difficulty; and
- D8e. Demonstrate knowledge and an understanding of the range and influence of print and nonprint media and technology in contemporary culture, including being able to demonstrate an understanding of and the ability to use current technologies in communication.

Indicator 2: The teacher candidate integrates professional knowledge and research into lesson planning within the content area(s).

D8f. Demonstrate methods for conducting inquiry research; and

D8g. Demonstrate an understanding of and be able to apply the principles of contemporary rhetoric, interpersonal communication, and public address.

Indicator 3: The teacher candidate integrates related aspects of other content areas into lessons.

B. Demonstrate academic background knowledge and be able to utilize the knowledge, skills, and processes of communication, including composition and speech; health and wellness; and humanities, including literature; mathematics; natural sciences; social sciences; and fine arts.

Indicator 4: The teacher candidate communicates the evolving nature of the content area(s) to students.

D8a. Demonstrate knowledge and an understanding of the English language, including being able to:

1. demonstrate an understanding of language acquisition and development;
2. demonstrate how reading, writing, listening, viewing, and thinking are interrelated;
3. recognize the impact of cultural, economic, political, and social environments upon language;
4. demonstrate an understanding of diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles;
5. demonstrate an understanding of how and why the English language evolves;
6. demonstrate an understanding of English grammars;
7. demonstrate an understanding of syntax and phonology; and
8. demonstrate an understanding of the various purposes for which language is used.

Indicator 5: The teacher candidate provides opportunities for students to develop general and content area literacy.

D8b. Demonstrate knowledge and an understanding of reading processes, including being able to:

1. describe reading and writing development;
2. teach basic skills and strategies in reading and writing;
3. teach students to use reading and writing as tools for learning;
4. motivate readers and writers using a wide variety of methods and materials;
5. match reading materials with students' abilities;
6. involve parents in cooperative efforts and programs;
7. use a wide range of strategies to comprehend, interpret, evaluate, and appreciate literary and other texts; and
8. demonstrate an understanding of the uses of reading for different purposes.

Content Knowledge - Math:

Indicator 1: The teacher candidate presents the central concepts of the content area(s) knowledgeably and in sufficient depth.

A. Demonstrate knowledge and an understanding of the concepts, skills, and processes of the Nebraska Content Standards for grades four and eight, and the concepts, skills, and processes beyond the eighth grade leading to the twelfth grade standards in the areas of reading/writing, mathematics, science, and social studies. Those prospective teachers should demonstrate in their content area of specialization both an understanding of and the ability to teach the concepts, skills, and processes of the Nebraska Content Standards for grades four and eight, and those beyond the eighth grade leading to the twelfth grade standards;

D9a. Demonstrate an understanding of and model, in a variety of ways, basic concepts of number and operations, including being able to:

1. demonstrate an understanding of the conceptual basis for the real number system, including properties that unite and separate various number systems;

2. describe the additive and multiplicative nature of numbers, and facilitate students in transitioning from additive to multiplicative models;

3. recognize the pervasiveness of proportionality across mathematical strands, and apply the concept as a model in describing a variety of situations, including those calling for ratios and percent;

4. demonstrate an understanding of the various ways of making estimates, and appropriate and inappropriate uses of estimates; and

5. utilize technology, hands-on activities, and manipulatives to support and facilitate appropriate development of numerical skills, and solve a variety of problems using mental processes, pencil and paper, and calculators;

D9b. Recognize algebra as a language for modeling problem situations and representing numerical patterns and quantitative relationships in symbolic and graphical forms, including being able to:

1. describe the importance of early work with basic patterns and the later conceptual development of important ideas related to functions;

2. demonstrate an understanding of the algebraic techniques and procedures for transforming and simplifying algebraic representations, as well as how to reason about relations and how to draw inferences in solving problems;

3. demonstrate an understanding of the different kinds of functional relations - including polynomial, exponential, rational and trigonometric functions - and create examples of each;

D9c. Demonstrate an understanding that geometry provides a repertoire of techniques for describing, representing, and reasoning about the shape, size, measure, and position of objects and visual patterns, including being able to:

1. describe the characteristics of different shapes and how shapes can be related;

2. use geometric concepts to record and analyze properties of shapes and patterns and to study the ways those objects and patterns change when acted upon by transformations;

3. use geometric relations in Euclidean and other geometric spaces to solve problems in fields from architecture and engineering to space science and the design of communication networks;

4. demonstrate an understanding of the structure and use of systems of measurement, including being able to solve a variety of problems involving geometry and measurement; and

5. use algebraic methods to help in reasoning about geometric situations, including use of visual models and methods to provide insight in thinking about patterns in quantitative and symbolic data;

D9d. Demonstrate an understanding of and be able to apply the conceptual and procedural tools for collecting, organizing, and reasoning about data, including being able to:

1. utilize a variety of formats for collecting and reporting data;

2. demonstrate an understanding of the basic principles of inference;

3. apply numerical and graphical techniques for representing and summarizing collections of data, to interpret and draw inferences from the data, and make decisions in a wide range of applied problem situations; and

4. use statistical methods to make generalizations about samples based on the methods and language of probability; and

D9e. Demonstrate an understanding of and be able to apply the concepts of discrete mathematics, including being able to:

1. apply algorithmic thinking to solve problems involving discrete data;
2. represent problems using matrices, finite graphs, and tree diagrams;
3. use counting techniques to enumerate possibilities involving order and combinations; and
4. describe basic algorithms for doing everyday tasks and use technology to solve a variety of discrete mathematics problems in practical settings.

Indicator 2: The teacher candidate integrates professional knowledge and research into lesson planning within the content area(s).

D9f. Demonstrate an understanding of and be able to apply mathematical thinking processes, including being able to:

1. use strategies and concepts for discovering and describing patterns in visual, numerical, and symbolic data (i.e., processes such as classification, representation, and inductive reasoning and concepts such as symmetry, similarity, randomness, stability, recursion, and continuity);
2. use methods of formal verification for mathematical conjectures, including rules of logical inference and proof strategies;
3. model mathematical relations in problem situations by using symbolic expressions - representing important relationships, operating on symbolic expressions to gain understanding of the situation or to draw inferences about it, and apply results of mathematical analysis to solve problems and make decisions;
4. use heuristics of solving mathematical problems (e.g., testing extreme cases, using guess-and-check methods, conducting an organized search of specific examples, or using visual problem representations);
5. use calculating and computing technologies to search for patterns in numeric, graphic, and symbolic data; and
6. use strategies for communication of mathematical information in verbal, numerical, graphical, and symbolic forms and through physical models of mathematical principles.

Indicator 3: The teacher candidate integrates related aspects of other content areas into lessons.

B. Demonstrate academic background knowledge and be able to utilize the knowledge, skills, and processes of communication, including composition and speech; health and wellness; humanities, including literature; mathematics; natural sciences; social sciences; and fine arts.

Indicator 4: The teacher candidate communicates the evolving nature of the content area(s) to students.

D9b. Recognize algebra as a language for modeling problem situations and representing numerical patterns and quantitative relationships in symbolic and graphical forms, including being able to:

1. describe the importance of early work with basic patterns and the later conceptual development of important ideas related to functions;
2. demonstrate an understanding of the algebraic techniques and procedures for transforming and simplifying algebraic representations, as well as how to reason about relations and how to draw inferences in solving problems;
3. demonstrate an understanding of the different kinds of functional relations - including polynomial, exponential, rational and trigonometric functions - and create examples of each.

Indicator 5: The teacher candidate provides opportunities for students to develop general and content area literacy.

D9a. Demonstrate an understanding of and model, in a variety of ways, basic concepts of number and operations, including being able to:

1. demonstrate an understanding of the conceptual basis for the real number system, including properties that unite and separate various number systems;
2. describe the additive and multiplicative nature of numbers, and facilitate students in transitioning from additive to multiplicative models;
3. recognize the pervasiveness of proportionality across mathematical strands, and apply the concept as a model in describing a variety of situations, including those calling for ratios and percent;
4. demonstrate an understanding of the various ways of making estimates, and appropriate and inappropriate uses of estimates; and
5. utilize technology, hands-on activities, and manipulatives to support and facilitate appropriate development of numerical skills, and solve a variety of problems using mental processes, pencil and paper, and calculators.

Content Knowledge – Natural Sciences:

Indicator 1: The teacher candidate presents the central concepts of the content area(s) knowledgeably and in sufficient depth.

A. Demonstrate knowledge and an understanding of the concepts, skills, and processes of the Nebraska Content Standards for grades four and eight, and the concepts, skills, and processes beyond the eighth grade leading to the twelfth grade standards in the areas of reading/writing, mathematics, science, and social studies. Those prospective teachers should demonstrate in their content area of specialization both an understanding of and the ability to teach the concepts, skills, and processes of the Nebraska Content Standards for grades four and eight, and those beyond the eighth grade leading to the twelfth grade standards;

D10a. Demonstrate knowledge and an understanding of the unifying concepts and processes of science, including being able to:

1. analyze systems, order, and organization;
2. interpret and explain evidence and models;
3. evaluate change, constancy, and measurement, including being able to:
 - (a) select and use appropriate measurement units (both English and metric);
 - (b) quantify changes in systems; and
 - (c) investigate and describe changes in terms of scale, rate, and pattern;
4. analyze the relationship between form and function; and
5. change over a period of time;

D10c. Demonstrate knowledge and an understanding of physical science, including:

1. properties of matter;
2. physical and chemical changes in the properties of matter;
3. motion and force; and
4. transfer of energy, including heat, light, chemical, sound, and electrical;

D10d. Demonstrate knowledge and an understanding of life science, including:

1. structure and function in living systems;
2. reproduction and heredity, including sexual and asexual reproduction, and the effect of genes on heredity and organism characteristics;
3. regulation and behavior, including:
 - (a) how organisms obtain and use resources, grow, reproduce, and maintain stable internal conditions while living in a constantly changing external environment;
 - (b) how behavior is a response to internal and external stimuli; and
 - (c) how an organism's behavior evolves through environmental adaptation.
4. populations and ecosystems; and
5. diversity and adaptations of organisms; and

D10e. Demonstrate knowledge and an understanding of earth and space science, including:

1. structure of the earth, and forces creating change in the earth's surface and atmosphere;
2. earth's history; and
3. the earth in the solar system, including:
 - (a) the relationships between the solar system, galaxies, and universe;
 - (b) the relationships between the motion of the earth and each of the following: day, year, seasons, eclipses, and phases of the moon;
 - (c) gravity's relationship to the solar system; and
 - (d) the relationship of the sun's energy and the atmosphere, and the sun's energy and the earth's surface.

Indicator 2: The teacher candidate integrates professional knowledge and research into lesson planning within the content area(s).

D10b. Demonstrate knowledge and an understanding of science as inquiry, including being able to:

1. design and conduct scientific investigations;

2. evaluate methodological procedures; and
3. interpret and communicate investigation results in a scientific manner.

Indicator 3: The teacher candidate integrates related aspects of other content areas into lessons.

B. Demonstrate academic background knowledge and be able to utilize the knowledge, skills, and processes of communication, including composition and speech; health and wellness; humanities, including literature; mathematics; natural sciences; social sciences; and fine arts; and D10f. Demonstrate knowledge and an understanding of the relationships between science and technology, including:

1. technological design;
2. the difference of scientific inquiry from technological design;
3. the reciprocal nature of science and technology; and
4. the limits, and the intended and unintended consequences of technology.

Indicator 4: The teacher candidate communicates the evolving nature of the content area(s) to students.

D10e. Demonstrate knowledge and an understanding of earth and space science, including:

1. structure of the earth, and forces creating change in the earth's surface and atmosphere;
2. earth's history; and
3. the earth in the solar system, including:
 - (a) the relationships between the solar system, galaxies, and universe;
 - (b) the relationships between the motion of the earth and each of the following: day, year, seasons, eclipses, and phases of the moon;
 - (c) gravity's relationship to the solar system; and
 - (d) the relationship of the sun's energy and the atmosphere, and the sun's energy and the earth's surface; and

D10h. Demonstrate knowledge and an understanding of the history and nature of science, including:

1. the scientific process;
2. the history and contributions of several early and modern scientists, engineers, and/or professionals in related fields, including:
 - (a) those from various social and ethnic backgrounds; and
 - (b) at least one innovator who had to overcome flawed, commonly held beliefs of his/her time to reach conclusions that are now taken for granted.

Indicator 5: The teacher candidate provides opportunities for students to develop general and content area literacy.

D10g. Demonstrate knowledge and an understanding of science in personal and social perspectives, including:

1. the relationships of personal health with natural phenomenon and personal decisions regarding exercise, nutrition, and use of drugs;
2. the relationships between populations, resources, and environments;
3. the effects of natural hazards on the environment, e.g., earthquakes, and investigations which reveal how human activities can mitigate or accelerate the effects;
4. how perceptions of risks and benefits influence personal and social decisions; and
5. the components affecting science and technology in society, including:
 - (a) ethical codes followed by scientists;
 - (b) societal influence on research; and
 - (c) limits of scientific research.

Content Knowledge – Social Sciences:

Indicator 1: The teacher candidate presents the central concepts of the content area(s) knowledgeably and in sufficient depth.

A. Demonstrate knowledge and an understanding of the concepts, skills, and processes of the Nebraska Content Standards for grades four and eight, and the concepts, skills, and processes beyond the eighth grade leading to the twelfth grade standards in the areas of reading/writing, mathematics, science, and social studies. Those prospective teachers should demonstrate in their content area of specialization both an understanding of and the ability to teach the concepts, skills, and processes of the Nebraska Content Standards for grades four and eight, and those beyond the eighth grade leading to the twelfth grade standards;

D11a. Demonstrate knowledge and an understanding of and be able to teach western and eastern civilizations from 1000 A.D. to the present;

D11b. Demonstrate knowledge and an understanding of and be able to teach physical and cultural geographic concepts, skills, and processes;

D11c. Demonstrate knowledge and an understanding of and be able to teach United States history from the colonial period to the present;

D11d. Demonstrate knowledge and an understanding of and be able to teach United States and Nebraska governments; and

D11e. Demonstrate knowledge and an understanding of and be able to teach United States and Nebraska economies.

Indicator 2: The teacher candidate integrates professional knowledge and research into lesson planning within the content area(s).

Indicator 3: The teacher candidate integrates related aspects of other content areas into lessons.

B. Demonstrate academic background knowledge and be able to utilize the knowledge, skills, and processes of communication, including composition and speech; health and wellness; humanities, including literature; mathematics; natural sciences; social sciences; and fine arts.

Indicator 4: The teacher candidate communicates the evolving nature of the content area(s) to students.

Indicator 5: The teacher candidate provides opportunities for students to develop general and content area literacy.

**Peru State College Conceptual Framework Outcomes
Pedagogical Knowledge/Skills**

PERU-U.1.3.1	Teacher education candidates understand human development and socio-cultural, philosophical, and historical foundations of education processes in a democratic society.	INTASC Standards 2, 3, 8
PERU-U.1.3.2	Teacher education candidates design classroom experiences that develop critical, creative, and independent thinking, respect, safety and well-being to meet the diverse learning needs of all students and reflect knowledge of how different students learn and develop.	INTASC Standards 2, 4, 5, 6, 7
PERU-U.1.3.3	Teacher education candidates utilize standards-based curricula, assessment strategies, research, technology resources, and diversity in curriculum development, planning and implementation.	INTASC Standards 1, 2, 3, 7
PERU-U.1.3.4	Teacher education candidates design and teach lessons that integrate general content and technological, professional, and pedagogical knowledge to meet the needs of, and, have the ability to motivate, all students.	INTASC Standards 1, 2, 3, 4, 5, 6, 7, 8, 9
PERU-U.1.3.5	Teacher education candidates design and implement a variety of written and oral on-going assessment strategies directly related to standards used to assess individual student progress and to modify teaching and learning strategies.	INTASC Standards 2, 4, 7, 8
PERU-U.1.3.6	Teacher education candidates create a positive, well organized learning community with clearly defined classroom goals linked to standards dedicated to purposeful learning activities that motivate students' interest and engagement and minimize student off-task behavior.	INTASC Standards 5, 6, 9, 10
PERU-U.1.3.7	Teacher education candidates employ multiple, purposeful teaching and learning strategies to engage students in active learning opportunities that promote the development of problem solving, critical thinking, and goal setting and help students assume responsibility for their own learning.	INTASC Standards 2, 4, 5, 7