

Social Science Student Teaching 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 **Social Science 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.

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

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

- A. Demonstrate knowledge and understanding of and be able to teach the concepts, skills, and processes of social studies as defined in the Nebraska Content Standards from grade seven through grade twelve;
- C1. Apply the unifying concepts and processes underlying the structure and operations of the United States economy and the role of citizens as producers and consumers;
- C5. Apply primary sources and data to understand economic concepts;
- D1. Demonstrate an understanding of maps, including mental maps, and other geographic representations, tools, and technologies to acquire and report information from a spatial perspective;
- D2. Analyze the geographic information about people, places, and environments on the Earth's surface, which includes an understanding of both the physical and human characteristics of places;
- D3. Demonstrate an understanding of the physical and cultural geography of Nebraska;

- E2. Demonstrate knowledge and understanding of the people, cultures and civilizations of the Western Hemisphere;
- E3. Demonstrate knowledge and an understanding of Western and Eastern civilizations;
- E7. Demonstrate knowledge and understanding of the cultural history of Nebraska, including Native American cultures;
- F1. Demonstrate the purpose of government;
- F2. Demonstrate an understanding of the history, structure, and function of the federal, state, county, local, and tribal governments, including being able to identify the key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law;
- F3. Demonstrate an understanding of the United States two party political system;
- F4. Demonstrate an understanding of United States domestic and foreign policies;
- F5. Demonstrate an understanding of citizenship in the United States, including being able to identify, analyze, interpret, and evaluate sources and examples of citizens' rights and responsibilities;
- F6. Demonstrate an understanding of sovereign tribal nations and their relationship to local, state, and federal governments;
- G1. Apply concepts, principles, and procedures for conducting, monitoring, applying, and interpreting psychology research methods;
- G2. Demonstrate an understanding of psychology's origins, subfields, and ethical research standards;
- G3. Demonstrate an understanding of the biological bases of behavior;
- G4. Demonstrate an understanding of lifespan development;
- G5. Demonstrate an understanding of the cognitive areas of memory, learning, and thought and language;
- G6. Demonstrate an understanding of the socio-cultural areas of social psychology, personality, and psychological health and disorders;
- H1. Demonstrate an understanding of and be able to explain the historical development of the principal theories of anthropology;
- H2. Demonstrate an understanding of and be able to explain the key concepts of anthropology, including evolution, race, culture, worldview, and adaptive strategies;
- H6. Define and explain the concepts and theories of physical anthropology;
- H7. Define and explain the concepts and theories of cultural anthropology;
- H8. Define and explain the concepts and theories of anthropological linguistics;
- H9. Define and explain the concepts and theories of archaeology;
- I1. Recognize the relationship between historical social conditions and the development of sociological thought;
- I2. Analyze and describe strengths and weaknesses of major research methods used in sociology;
- I3. Recognize the relationship between culture and the individual, and the process of socialization;
- I4. Demonstrate an understanding of the different aspects of culture and cultural diversity; and
- I5. Demonstrate knowledge and an understanding of social inequalities of race, class, and gender.

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

- E4. Use historical analysis and interpretation to consider the perspectives of cultural groups;
- E9. Investigate, interpret, and analyze important events and persistent issues using multiple historical and contemporary resources;
- E10. Engage in historical research using primary sources;
- F7. Locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues – identifying, describing, and evaluating multiple points of view; and
- F8. Analyze and evaluate the influence of various forms of citizen action on public policy, including the impact of lobbyists.

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

- B. Demonstrate the ability to create and deliver instruction which integrates three or more of the cognate areas of the social sciences (anthropology/sociology, economics, geography, history, political science, and psychology);
- D4. Develop the concept of regions as a means to interpret Earth’s complexity in terms of how culture and experience influence people’s perceptions of places and regions including identification of Earth’s ecosystems; and
- H5. Apply the four subfields of anthropology to communities.

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

- C2. Analyze the characteristics of markets;
- C3. Examine and relate the role of the national, state, local, and tribal entities in the United States economy;
- D5. Demonstrate an understanding of population distributions, human migrations and the complexity of the world’s cultural mosaic;
- D6. Analyze the patterns and networks of economic interdependency, the processes, patterns, and functions of human settlements, and explain the forces of cooperation and conflict;
- D7. Demonstrate an understanding of the interrelationships of human actions and the physical environment, including being able to show cross cultural comparison of ideology and behaviors;
- D8. Provide examples of how to use geography to interpret the past and present and to plan for the future;
- E5. Identify and describe significant historical periods that impacted the development of the United States;
- E6. Use a chronological framework to understand the sociological, political, economic and cultural history of the global community through time;
- E8. Analyze the impact of Nebraska’s past and present on United States history;
- I6. Recognize the institutional structure of society and how interrelated institutions order the lives of individuals; and
- I7. Recognize the nature of social change, including globalization, and analyze its effects on societies, communities, and the individual.

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

- C4. Establish connections and interdependence of the United States economic system and systems in other countries; and
- E1. Compare patterns of development, continuity and influence between the United States and the rest of the Western Hemisphere;
- H3. Recognize and demonstrate the diversity of views and beliefs that explain the world;
- H4. Utilize the research methodology and ethics of data collection and analysis of each of the four subfields (physical, cultural, linguistics, and archaeology);

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