STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

JENNIFER M. GRANHOLM
GOVERNOR

MICHAEL P. FLANAGAN
SUPERINTENDENT OF
PUBLIC INSTRUCTION

May 22, 2009

MEMORANDUM

TO: State Board of Education

FROM: Michael Flanagan, Chairman

SUBJECT: Approval of the Standards for the Preparation of Social Studies, History, Geography, Economics, and Political Science Teachers

In pursuit of its goal to improve teacher quality, the State Board of Education (SBE) receives proposals for the adoption and revision of program standards for teacher preparation. The proposed standards are developed to reflect and support Michigan's Curriculum Framework and Benchmarks, Universal Education vision and Principles, and SBE approved Educational Technology Standards and Expectations. The revised standards also reflect and support standards adopted by national professional/specialty-area organizations.

Proposed standards for the preparation of Social Studies, History, Geography, Economics, and Political Science teachers were presented to the SBE at its April 14, 2009 meeting.

The revised standards (Attachment 1) reflect changes the SBE requested in April, as well as feedback received from selected organizations, all Michigan teacher preparation institutions, and a random sample of intermediate and local school districts (Attachment 2) for review and comment in April and May of 2009. The standards were presented at the Michigan Social Studies Supervisors meeting on May 29, 2009, and sent to the SBE-appointed Professional Standards Commission for Teachers for review at its May 14, 2009 meeting. Responses from field reviews were all relatively positive.

It is recommended that the State Board of Education approve the Standards for the Preparation of Social Studies, History, Geography, Economics, and Political Science Teachers, as discussed in the Superintendent's memorandum dated May 22, 2009.

STATE BOARD OF EDUCATION

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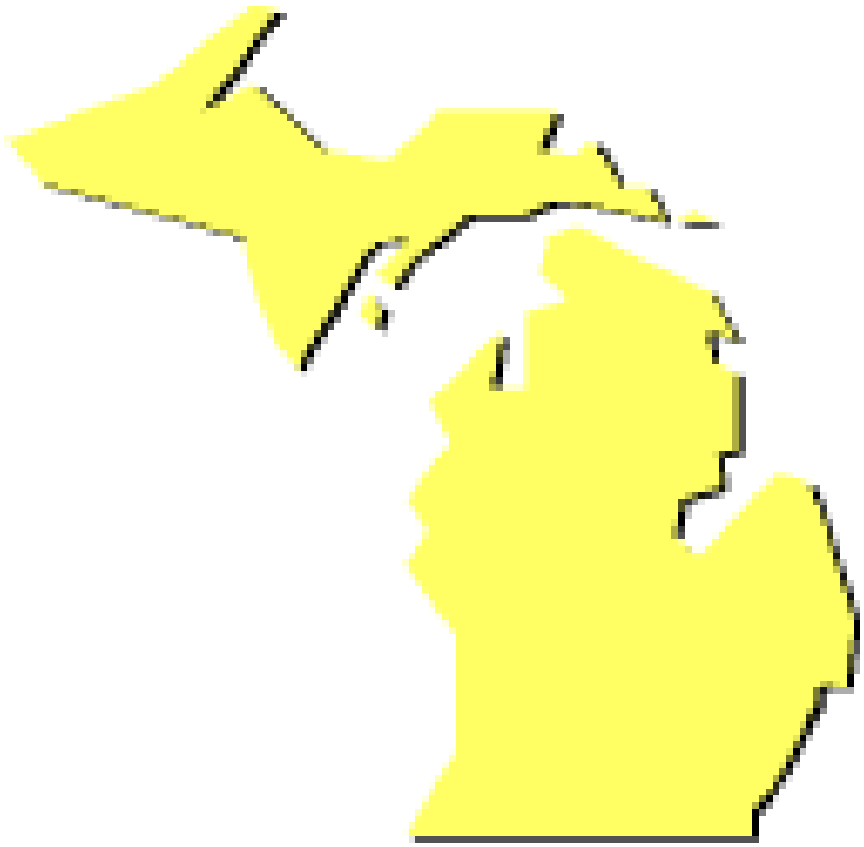
Attachment 1

Standards for the Preparation of Teachers

Social Studies (RX) Secondary and Elementary, History (CC), Geography (CB), Economics (CA), and Political Science (CD)



Michigan State Board of Education

Revised DRAFT May 22, 2009

Standards for the Preparation of Teachers of Social Studies (RX) Secondary and Elementary, History (CC), Geography (CB), Economics (CA), and Political Science (CD)

Preface

Development of the Proposal

The Social Studies Executive Committee has met from November 2007 through February 2009. It worked as a collaborative group to address concerns regarding the preparation of teachers in social studies at the secondary and elementary levels, as well as history, geography, economics, and political science at the secondary level. The Executive Committee's membership included representatives from multiple higher education institutions throughout the state and intermediate school districts (ISDs), all with background in one of the four individual content areas or with general social studies knowledge, and staff from the Michigan Department of Education's (MDE) Office of Professional Preparation Services and Office of School Improvement. The Executive Committee reviewed existing Social Studies and individual content area standards, and the Michigan K-12 Curriculum Framework and Benchmarks for Social Studies. The Executive Committee drafted a white paper recommending that teacher preparation institutions, in effort to appropriately cover the depth and breadth of content, offer the elementary preparation of teachers in social studies as a group major of 36 credit hours distributed across the four content areas. The secondary social studies endorsement requires a candidate to complete either a 36 credit hour group major distributed across the four content areas or a 50 hour comprehensive group major, with no requirement of a minor, distributed across the four content areas, or an additional group major of 36 credit hours distributed across the four content areas. Additionally, an institution may offer the history, geography, economics, and political science endorsements for the preparation of secondary teachers in a major of 30 credit hours, a minor of 20 credit hours, or an additional endorsement of 20 credit hours.

The Executive Committee developed basic principles for the work, including:

- Development of elements and standards consistent with the Michigan K-12 Curriculum Framework and Benchmarks
- Breadth and depth in content and developing standards that are measurable and achievable and can be implemented consistently throughout the various teacher preparation institutions in the state

Further, the Executive Committee expressed a strong need to have a common set of standards across all of the documents while also having distinctive elements that are specific to each of the individual content areas. The seven standards are consistent throughout all of the standard documents. Standard one is content of disciplines within social studies, standard two is interdisciplinary content, standard three is social science principles, standard four is instruction, standard five is assessment, standard six is professionalism, and standard seven is technology. The Executive Committee decided that all of the elements at the secondary level would be

consistent in standards three through seven unless an element is addressing content-specific material.

After developing guidelines, the Executive Committee created four individual content area committees led by one of the members of the Executive Committee in collaboration with MDE staff. The four content committees worked to establish content-specific standards for each content area by recruiting members from both ISDs and higher education institutions to participate in the process. The individual content committees met over a period of several months and drafted the content-specific standards for history, geography, economics, and political science respectively. The content committees, utilizing a consistent framework, developed elements to establish individual content standards, found in standard one of each document, and provided recommendations for the overarching Social Studies standards. The Professional Standards Commission for Teachers (PSCT) Alignment Project found that content standards should be more closely aligned to elements within the Michigan Curriculum Framework and the Professional Standards for Michigan Teachers (PSMT) in order to ensure that candidates were appropriately prepared with content specific instruction and pedagogical practices. Utilizing these findings the committees and MDE staff developed a crosswalk between the content standards and the following documents: Social Studies Grade Level Content Expectations (GLCE) and High School Content Expectations (HSCE) and the content-specific national professional/specialty areas organization standards. Further, the committees and MDE staff also developed a crosswalk for the standards with elements of the Universal Education Vision and Principles and the State Board of Education (SBE) approved Educational Technology Standards and Expectations. After the work of individual committees, the Executive Committee reconvened and used the standards that were created for the preparation of secondary teachers in history, geography, economics, and political science to draft the social studies standards for the preparation of secondary teachers.

While drafting the secondary social studies standards, the Executive Committee revised the content-specific standards and addressed issues of measurability and consistency. MDE staff and committee members correlated the elements in standards four through seven with elements in the PSMT in an effort to demonstrate a relationship between content and pedagogy.

After the Executive Committee completed the secondary Social Studies standards, a new committee comprised of educators in K-8 was formed to draft the Social Studies standards for elementary teacher preparation. The Social Studies elementary committee used the secondary Social Studies standards as the model to develop and revise the elements to create a draft for the preparation of teachers in social studies at the elementary level. Again, utilizing the recommendations from the PSCT Alignment project, the elementary committee and MDE staff examined the GLCE specific to social studies and correlated the elements of the GLCE with the elements of the Social Studies standards for teacher preparation. The elementary committee decided to have the elementary social studies standards document differ from the secondary, have more of an emphasis on Michigan, and shift some of the proficiency levels to more appropriately match the content necessary for teaching grades K-8.

Overall, the elementary committee wanted to ensure that elementary teachers would be prepared with the appropriate content depth and breadth, but also have the same rigor as the secondary social studies standards.

Review of Documentation

For standard one, teacher preparation institutions are expected to document how their programs utilize technology in content-specific fields in order to address elements from the SBE Educational Technology Standards and Expectations. Further, teacher preparation institutions are expected to document how they utilize technology and other methods to teach all students, thus mirroring techniques for the teacher candidates that enable them to understand and apply the content-specific pedagogy needed to teach all students as described by the Universal Education Vision and Principles.

Teacher preparation institutions are also expected to document how teacher candidates are being appropriately and adequately prepared to use a depth and breadth of knowledge and skills that supports the beginning teacher in addressing all of the elements within each standard. The specific competency level guides the depth of awareness and skills needed of the teacher candidate to adequately meet the specific standard element. An awareness competency level means the teacher candidate has a general understanding of the knowledge. A basic understanding means the teacher candidate has the ability to understand and apply the knowledge and skills beyond the level required in the Michigan Curriculum Framework. A comprehensive understanding means the teacher candidate has a high level of understanding, with the ability to effectively apply, and continuously reflect on the content and learner connection.

The proposals include the following:

- For the Social Studies (RX) program:
    - Elementary or Secondary group major of at least 36 semester hours
    - Elementary or Secondary comprehensive group major of at least 50 hours
    - Additional endorsement of at least 36 semester hours
    - No institution may offer a minor for elementary level social studies
    - To meet the standards, all required content coursework may be met through both single disciplinary and interdisciplinary courses

- For History (CC) and Geography (CB) programs:
    - Secondary major of at least 30 semester hours
    - Secondary minor of at least 20 semester hours
    - Additional endorsement of at least 20 semester hours

- Teachers with a single discipline endorsement in either History (CC) or Geography (CB) must have interdisciplinary coursework in order to prepare teacher candidates to have sufficient content depth to teach World History and Geography and United States History and Geography

- For Economics (CA) and Political Science (CD) programs:
  - Secondary major of at least 30 semester hours
  - Secondary minor of at least 20 semester hours
  - Additional endorsement of at least 20 semester hours

Approval of Programs

Teacher preparation institutions that wish to continue to offer programs to prepare social studies teachers are required to submit an application for program approval that demonstrates how the new SBE standards are met throughout the proposed curriculum. Candidates currently in Social Studies (RX) programs or any of the four single disciplines (History (CC), Geography (CB), Economics (CA), and Political Science (CD)) within Social Studies will have up to two years to complete the old program after the date the SBE approves the revised standards. The programs must be reviewed and approved to show compliance with the revised SBE standards. Following this initial approval to new standards, the teacher preparation program will be reviewed through a national accreditation process.

Standards for the Preparation of Teachers of Social Studies (RX) (Secondary)

- Completion of a Social Studies group major for secondary education must include a minimum of 36 credit hours.
- Completion of a Social Studies comprehensive group major must include a minimum of 50 credit hours.
- To add a Social Studies Endorsement to an existing certificate, the program must be at least 36 semester credit hours.
- Completion of the Social Studies Endorsement for a secondary certificate will prepare a candidate to teach, in a 6-12 departmentalized classroom, all social studies content in the Grade Level Content Expectations and High School Content Expectations.

PROFICIENCY LEVEL RATINGS

A = AWARENESS: Possesses general knowledge
B = BASIC UNDERSTANDING: Ability to understand and apply
C = COMPREHENSIVE UNDERSTANDING: High level of understanding, applying, and reflecting
*** = THESE STANDARDS DO NOT HAVE LEVELS OF PROFICIENCY:** Programs either meet, or do not meet these standards

No.	Guideline / Standard	Level of Proficiency
1.0	**Content knowledge, processes, and skills** The candidate will demonstrate comprehensive knowledge, understanding, evaluative skills, critical inquiry, and ability to teach the social studies content, processes, and skills inclusive of those in Michigan's K-12 Curriculum Framework and Benchmarks, Grade Level Content Expectations (GLCE) and the High School Content Expectations (HSCE) in accordance to the Universal Education Vision and Principles, and State Board of Education (SBE) Educational Technology Standards and Expectations. **The candidate is able to:**	
1.1	**Historical Perspective**	

No.	Guideline / Standard	Level of Proficiency
1.1.1	Explain, analyze, and interpret the major political, economic, social, and cultural movements and the key concepts, events, people, and issues inclusive of the following eras of United States and Michigan history: Era 1: Americas to 1620 Era 2: First Contact and Colonization Era 3: Revolution and the New Nation Era 4: Expansion and Reform Era 5: Civil War and Reconstruction Era 6: The Development of an Industrial, Urban, and Global United States Era 7: The Great Depression and World War II Era 8: Post World War II Era 9: The United States in a New Global Age	**C**
1.1.2	Explain, analyze, and interpret the major political, economic, social, and cultural movements and the key concepts, events, people, and issues inclusive of the following eras of world history: Era 1: Beginnings of Human Society Era 2: Early Civilizations and Cultures and the Emergence of Pastoral Peoples Era 3: Classical Traditions, World Religions, and Major Empires Era 4: Expanding and Intensified Hemispheric Interactions Era 5: Emergence of the First Global Age Era 6: An Age of Revolutions Era 7: Global Crisis and Achievement Era 8: The Cold War and Its Aftermath	**C**
1.1.3	Apply key historical concepts of time, chronology, cause and effect, change and continuity, to analyze and explain historical phenomena and processes within the major eras of United States and world history.	**C**
1.1.4	Identify, analyze, and compare multiple historical interpretations of the past to demonstrate how knowledge of history is constructed.	**C**

No.	Guideline / Standard	Level of Proficiency
1.1.5	Conduct historical inquiry by formulating historical questions, obtaining historical data from a variety of sources including digital and other forms of technology, examining and evaluating evidence, and identifying gaps in historical evidence to make sound interpretations of the past.	**C**
1.1.6	Analyze and evaluate varying historical documents and narratives by identifying and examining the purpose, point of view and the central question(s) addressed in the narrative or document, and determining the historical context and significance of the work.	**C**
1.1.7	Evaluate and describe key decisions made in history by assessing their implications and long-term consequences.	**B**
1.1.8	Analyze and evaluate major historical issues and events from the regional, interregional, and global perspective.	**B**
1.1.9	Analyze and evaluate history from multiple perspectives, inclusive of race, ethnicity, social class, and gender.	**B**
1.1.10	Assess and explain the impact of major theories and interpretive frameworks that shape history as well as identify the bias that these frameworks and theories might present.	**C**
1.2	**Geographic Perspective**	
1.2.1	Describe and explain the world in spatial terms: • physical and human characteristics of places • the importance of absolute and relative location • movement of people • materials, products, and information • human-environment relationships and regions	**C**
1.2.2	Utilize geographical inquiry and analysis including the ability to use, make, and interpret maps, and present and interpret geo-spatial data.	**C**

No.	Guideline / Standard	Level of Proficiency
1.2.3	Explain and interpret the impact of geography on the history of the United States including: • territorial expansion of the United States • economic and social trends • demographic trends (including migration) • the geographic causes and consequences of conflict and cooperation, human environment relationships, and economic development/interdependence	**C**
1.2.4	Describe and analyze geography in world history including: • the rise and fall of empires • the impact of different technologies • the spread of religion, cultures, and ideas • the development of agriculture, industry, and trade • changes in demography • settlement patterns and migration • geographic aspects of conflict and cooperation	**C**
1.2.5	Demonstrate knowledge of locations and the ability to compare and contrast the contemporary human and physical geography of major places and regions in the western and eastern hemispheres.	**C**
1.2.6	Explain world environmental processes and analyze the patterns they create including climate, landforms, vegetation, and ecosystems.	**B**
1.2.7	Describe and explain contemporary world human processes and identify the patterns they create including: • culture, population demographics, and settlement • cooperation and conflict • economic development and interdependence	**B**
1.2.8	Explain, analyze, and evaluate relationships between the environment and societies including how humans have used natural resources, and adapted to different environments in different times and places.	**B**

No.	Guideline / Standard	Level of Proficiency
1.2.9	Explain, compare, contrast, and evaluate the relationships between the environment and societies, including how human societies have changed physical systems and can be impacted by them.	**B**
1.2.10	Analyze and interpret the United States' role in the world and the impact of globalization on the United States.	**C**
1.2.11	Analyze contemporary global issues associated with: • population • resources • patterns of global interaction • conflict and cooperation • security	**C**
1.2.12	Explain, assess, and analyze the various forms of systematic oppression on various populations as it relates to spatial and cultural geography.	**B**
1.3	**Economic Perspective**	
1.3.1	Analyze and explain the six core economic principles: • People choose • All choices involve cost • People respond to incentives in predictable ways • Voluntary trade creates wealth • Economic systems influence individual choice and incentives • All choices have consequences that lie in the future	**C**
1.3.2	Analyze and evaluate the role of prices in markets, the level of competition in different market structures, and the impact of investment on productivity and growth in national and global context.	**C**
1.3.3	Explain how individual business and government decision makers confront scarcity, resource allocation, and market forces.	**B**
1.3.4	Describe and explain how supply, demand, elasticity, price, equilibrium, and incentives affect the dynamics of markets.	**C**

No.	Guideline / Standard	Level of Proficiency
1.3.5	Describe the role of government on the market, demonstrating how governments can impact the market through its policy decisions (e.g. taxation, consumer protection, property rights, and income redistribution).	**B**
1.3.6	Analyze national markets using national income accounting, unemployment data, inflation, business cycles, output, economic growth, the role of money, interest rates, and the Federal Reserve System.	**B**
1.3.7	Understand and describe how governmental decisions on taxation, spending, trade policies (tariffs, etc.), and regulation affect macroeconomic goals.	**B**
1.3.8	Analyze and explain the various economic systems, including free market, command, and mixed systems including exchange, production, distribution, and consumption of goods and services.	**C**
1.3.9	Analyze and explain various aspects of the international economy including the reason for individual and business to specialize and trade, and the rationale for specialization and trade across international borders.	**C**
1.3.10	Analyze and explain the resulting challenges and benefits of trade and interdependence for consumers, investors, laborers, producers, and government.	**C**
1.3.11	Examine and describe these systems (free market, command, and mixed) alongside and within the context of international trade and economic organizations (World Trade Organization, International Monetary Fund), and transitional or developing economies throughout the world (e.g. China, and India).	**B**
1.3.12	Demonstrate how personal decision-making, money management, investing, credit, and insurance relate to personal finance.	**C**
1.3.13	Analyze and explain how the economic concepts of scarcity, opportunity cost, and marginal analysis affect individual and household choices and decision making.	**C**

No.	Guideline / Standard	Level of Proficiency
1.3.14	Explain how economic systems impact different groups of people in the global economy.	**B**
1.4	**Political Science Perspective**	
1.4.1	Analyze and explain the conceptual foundations of civic and political life across various political systems inclusive of those in the United States.	**C**
1.4.2	Analyze and describe the origins of constitutional government in the United States including colonial governmental practices, republicanism, and liberalism in seventeenth and eighteenth century European thought.	**C**
1.4.3	Analyze and explain the structure, function and consequences of multiple forms of government inclusive of liberal democratic state, semi-democratic state, authoritarian, and totalitarian regimes.	**C**
1.4.4	Analyze and explain the structure and functions of government in the United States including the structure and functioning of national, state and local governments, government powers and limits on powers.	**C**
1.4.5	Explain the United States foreign policy, the United States role in world affairs, and the basic dynamics and organizations of global politics.	**B**
1.4.6	Identify and explain foundational principles in the Mayflower Compact, Articles of Confederation, Declaration of Independence, and the Constitution.	**C**
1.4.7	Describe and explain the foundational values and principles of democratic citizenship, including the knowledge, civic skills, and dispositions (e.g. trust, tolerance) that have been important to political participation historically and in contemporary public life.	**C**
1.4.8	Analyze and explain the use, interpretation, enforcement, and impact of law in United States government, and how individuals and groups can use the political process to change the law and influence government.	**C**

No.	Guideline / Standard	Level of Proficiency
1.4.9	Analyze and explain the meaning, rights, responsibilities, and dispositions of citizenship in the United States, inclusive of civic inquiry and public discourse.	**C**
1.4.10	Describe and explain the various stages of creating public policy and the various positions that impact the implementation of public policy.	**B**
1.4.11	Describe examples of conflict and cooperation between the United States and other governments.	**B**
2.0	**Interdisciplinary Connections** Candidates are required to demonstrate knowledge of the principles, concepts, and skills in each of the four core disciplines (history, geography, political science, and economics) of Social Studies GLCE and HSCE. Candidates will also demonstrate their understanding of the interdisciplinary and integrative nature of social studies. **The candidate is able to:**	
2.1	Describe and integrate basic content and concepts from history, geography, economics, and political science.	
2.1.1	Describe and explain the interrelatedness of major political, economic, and geographic concepts throughout the major eras of United States history.	**C**
2.1.2	Describe and explain the interrelatedness of major political, economic, and geographic concepts throughout the major eras of world history.	**C**
2.1.3	Describe and explain interrelatedness of major world demographic, political, economic, and cultural regions.	**C**
2.1.4	Explain the impact of government on local, national, and global trade as well as the various types of economic systems.	**B**
2.1.5	Analyze major components of the constitutions of the United States and Michigan and the possible impacts on citizens.	**C**

No.	Guideline / Standard	Level of Proficiency
2.1.6	Describe and explain the role of civic engagement and the rights of citizens in the United States and Michigan.	**C**
2.2	Demonstrate the use of an interdisciplinary approach to explain the context, causes, and consequences of issues and events.	**B**
3.0	**Application of Social Science Perspectives** Candidates will demonstrate the ability to apply the social studies procedures and skills outlined in the Social Studies GLCE and HSCE: reading and communication, inquiry, research and analysis, public discourse and decision making, and citizen involvement. **The candidate is able to:**	
3.1	Acquire and organize information from a variety of sources and use a variety of electronic technologies to assist in assessing and managing information.	**C**
3.2	Critically read, interpret, and clearly communicate both orally and in writing the meaning and significance of information in the social sciences including maps, charts, graphs, and timelines.	**C**
3.3	Conduct investigations by formulating a clear statement of questions; gathering, organizing, and evaluating information from a variety of sources; analyzing and interpreting information; and reporting results both orally and in writing.	**C**
3.4	Engage in reasoned and informed decision-making, state issues clearly as questions of public policy, trace the origins of the issues, analyze various perspectives people bring to the issue, and evaluate possible ways to resolve the issue.	**C**
3.5	Identify and explain core democratic values inclusive of the public or common good, individual rights, major constitutional principles, and additional beliefs such as justice for all, equal opportunity, respect and appreciation for diversity, and patriotism.	**C**

No.	Guideline / Standard	Level of Proficiency
3.6	Engage in constructive conversation about matters of public concern by clarifying issues, considering opposing views, applying democratic values, anticipating consequences, and working toward making decisions.	**C**
3.7	Compose coherent written essays that express positions on public issues and justify the positions with reasoned arguments supported by evidence.	**C**
3.8	Demonstrate an understanding of how an individual's actions affect other people, how one acts in accordance with the rule of law, and how one acts in a virtuous and ethically responsible way as a member of society.	**C**
3.9	Demonstrate and communicate information using a variety of traditional and digital means.	**C**
4.0	**Instruction** The candidate will demonstrate the ability to design, present, and assess social studies instruction for diverse learners in accordance to Universal Education Vision and Principles and utilize innovative technology in accordance to SBE Educational Technology Standards and Expectations. **The candidate is able to:**	
4.1	Implement the Social Studies GLCE and HSCE in curricular planning and instruction.	**C**
4.2	Apply various teaching methods, organize curriculum, and manage resources and instructional materials appropriate to social studies.	**C**
4.3	Demonstrate knowledge of and ability to construct learning environments inclusive of collaborative teaching methods that engage students with different learning styles, diverse needs, varying cultural backgrounds, and special needs as outlined by the Universal Education Vision and Principles.	**C**
4.4	Demonstrate knowledge of appropriate technology, especially content-specific technology, to engage all learners inclusive of assistive and adaptive technology.	**C**

No.	Guideline / Standard	Level of Proficiency
4.5	Design and implement instructional strategies that promote higher order thinking, deep knowledge, substantive conversations, the enhancement of intercultural competence, and connections to the world beyond the classroom.	**C**
4.6	Design and implement instructional strategies and resources to develop social studies knowledge, processes, and skills set forth in the Social Studies GLCE and HSCE.	**C**
4.7	Successfully complete early and ongoing structured field experiences, prior to and including student teaching, in diverse learning environments.	*****
4.8	Design and implement lesson plans that apply geographic knowledge and skills to the study of history.	**C**
4.9	Design, implement, reflect, and evaluate a service learning project that enhances the understanding of the importance of civic engagement.	**C**
5.0	**Assessment** The candidate will demonstrate knowledge of and ability to utilize various levels of formal and informal assessment strategies and ability to ensure continuous intellectual, social, and physical development of learners. **The candidate is able to:**	
5.1	Demonstrate knowledge of and ability to implement a variety of formative and summative assessment strategies appropriate to social studies.	**C**
5.2	Demonstrate the ability to use formative and summative assessment data to improve instruction, student learning, and curriculum planning.	**C**
5.3	Demonstrate the ability to interpret assessment results and communicate assessment data to students, parent(s)/guardian(s), and other school personnel.	**C**
5.4	Demonstrate knowledge of appropriate assessment tools, and implementation strategies with appropriate accommodations that align with state expectations, as exhibited through state assessment and policy documents.	**C**

No.	Guideline / Standard	Level of Proficiency
5.5	Demonstrate knowledge of a variety of assessment tools allowing students to evaluate their own academic progress and set goals.	**C**
6.0	**Professionalism** Teacher preparation institutions provide candidates with opportunities to develop the dispositions and characteristics of a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community), and who actively seeks out opportunities to grow professionally including continued enhancement of technology related knowledge and skills. **The candidate is able to:**	
6.1	Demonstrate knowledge of current research and best practice in social studies education.	**B**
6.2	Demonstrate knowledge of current curricular requirements, issues, and trends in the social studies at the state and national level.	**B**
6.3	Demonstrate knowledge of professional organizations and resources to support and improve teaching, and to encourage professional development in social studies education.	**B**
6.4	Demonstrate appropriate communication and collaboration skills to interact with school colleagues, parent(s)/guardian(s), and others in the larger community to support student learning and growth (i.e. Individual Education Plan).	**C**
7.0	**Technology** Teacher preparation institutions provide candidates with the opportunities to develop and demonstrate application of the technology competencies of the Professional Standards for Michigan Teachers, and prepare candidates to assist students to meet the SBE Educational Technology Standards and Expectations for the appropriate grade level in social studies. **The candidate is able to:**	

No.	Guideline / Standard	Level of Proficiency
7.1	Identify, evaluate, and apply current technology in social science that include using appropriate technology tools for research, data acquisition and analysis, communications, and presentation.	**C**
7.2	Identify and apply a wide array of content specific, adaptive and assistive technological resources, and evaluate for accuracy and effectiveness in the classroom.	**B**
7.3	Demonstrate and support the ethical and responsible use of technology.	**B**
7.4	Evaluate and demonstrate knowledge of basic geographic technology including accessing, presenting and using Geographic Information System, Global Positioning System, and remote sensing images.	**C**
	Use technology to:	
7.5	Develop higher order skills such as critical thinking, problem solving, self-directed, and collaborative learning.	**C**
7.6	Address diverse student needs and learning styles including utilizing assistive and adaptive technologies.	**C**
7.7	Develop social studies knowledge, processes, and skills set forth in the Social Studies GLCE and HSCE.	**B**
7.8	Facilitate effective formative and summative assessment strategies.	**B**
7.9	Create and evaluate content-specific online learning experiences to enhance student learning.	**C**

Standards for the Preparation of Teachers of Social Studies (RX) (Elementary)

- Completion of a Social Studies group major for elementary education must include a minimum of 36 credit hours.
- To add a Social Studies endorsement to an existing certificate, the program must be at least 36 semester credit hours.
- Completion of the Social Studies endorsement for the elementary certificate prepares a candidate to teach, in a K-8 departmentalized classroom, all social studies content in the Grade Level Content Expectations and High School Content Expectations.

PROFICIENCY LEVEL RATINGS

A = AWARENESS: Possesses general knowledge
B = BASIC UNDERSTANDING: Ability to understand and apply
C = COMPREHENSIVE UNDERSTANDING: High level of understanding, applying, and reflecting
*** = THESE STANDARDS DO NOT HAVE LEVELS OF PROFICIENCY:** Programs either meet, or do not meet these standards

No.	Guideline / Standard	Level of Proficiency
1.0	**Content knowledge, processes, and skills** The candidate will demonstrate comprehensive knowledge, understanding, evaluative skills, critical inquiry, and ability to teach the social studies content, processes, and skills inclusive of those in Michigan's K-12 Curriculum Framework and Benchmarks, Grade Level Content Expectations (GLCE) and the High School Content Expectations (HSCE) in accordance to the Universal Education Vision and Principles, and State Board of Education (SBE) Educational Technology Standards and Expectations. **The candidate is able to:**	
1.1	**Historical Perspective**	
1.1.1	Explain, analyze, and interpret the major political, economic, social, and cultural movements and the key concepts, events, people, and issues inclusive of the following eras of United States history: Era 1: Americas to 1620 Era 2: First Contact and Colonization Era 3: Revolution and the New Nation Era 4: Expansion and Reform Era 5: Civil War and Reconstruction	**C**

No.	Guideline / Standard	Level of Proficiency
1.1.2	Explain, analyze, and interpret the major political, economic, social and cultural movements and the key concepts, events, people, and issues inclusive of the following eras of United States history: Era 6: The Development of an Industrial, Urban, and Global United States Era 7: The Great Depression and World War II Era 8: Post World War II Era 9: The United States in a New Global Age	**B**
1.1.3	Connect the major political, economic, social, and cultural movements and the key concepts, events, people, and issues of the following eras of United States history to Michigan history: Era 1: Americas to 1620 Era 2: First Contact and Colonization Era 3: Revolution and the New Nation Era 4: Expansion and Reform Era 5: Civil War and Reconstruction Era 6: The Development of an Industrial, Urban, and Global United States Era 7: The Great Depression and World War II Era 8: Post World War II Era 9: The United States in a New Global Age	**C**
1.1.4	Explain, analyze, and interpret the major political, economic, social and cultural movements and the key concepts, events, people, and issues inclusive of the following eras of world history: Era 1: Beginnings of Human Society Era 2: Early Civilizations and Cultures and the Emergence of Pastoral Peoples Era 3: Classical Traditions, World Religions, and Major Empires	**C**
1.1.5	Explain, analyze, and interpret the major political, economic, social and cultural movements and the key concepts, events, people, and issues inclusive of the following eras of world history: Era 4: Expanding and Intensified Hemispheric Interactions Era 5: Emergence of the First Global Age Era 6: An Age of Revolutions Era 7: Global Crisis and Achievement Era 8: The Cold War and Its Aftermath	**B**

No.	Guideline / Standard	Level of Proficiency
1.1.6	Apply key historical concepts of time, chronology, cause and effect, change and continuity, to analyze and explain historical phenomena and processes within the major eras of Michigan, United States, and world history.	**C**
1.1.7	Identify, analyze, and compare multiple historical interpretations of the past to demonstrate how knowledge of history is constructed.	**C**
1.1.8	Conduct historical inquiry by formulating historical questions, obtaining historical data from a variety of sources including digital and other forms of technology, examining and evaluating evidence, and identifying gaps in historical evidence to make sound interpretations of the past.	**C**
1.1.9	Analyze and evaluate varying historical documents and narratives by identifying and examining the purpose, point of view and the central question(s) addressed in the narrative or document, and determining the historical context and significance of the work.	**C**
1.1.10	Evaluate and describe key decisions made in history by assessing their implications and long-term consequences.	**B**
1.1.11	Analyze and evaluate major historical issues and events from the regional (inclusive of Michigan and the United States), interregional, and global perspective.	**B**
1.1.12	Analyze and evaluate Michigan, United States, and world history from multiple perspectives, inclusive of race, ethnicity, social class, and gender.	**B**
1.1.13	Assess and explain the impact of major theories and interpretive frameworks that shape history as well as identify the bias that these frameworks and theories might present.	**C**
1.2	**Geographic Perspective**	

No.	Guideline / Standard	Level of Proficiency
1.2.1	Describe and explain the world in spatial terms: • physical and human characteristics of places • the importance of absolute and relative location • movement of people • materials products and information • human-environment relationships and regions	**C**
1.2.2	Utilize geographical inquiry and analysis including the ability to use, make, and interpret maps, and present and interpret geo-spatial data.	**C**
1.2.3	Explain and interpret the impact of geography on the history of Michigan and the United States including: • territorial expansion of the United States • economic and social trends • demographic trends (including migration) • the geographic causes and consequences of conflict and cooperation, human environment relationships, and economic development/interdependence	**C**
1.2.4	Describe and analyze geography in world history including: • the rise and fall of empires • the impact of different technologies • the spread of religion, cultures, and ideas • the development of agriculture, industry, and trade • changes in demography • settlement patterns and migration • geographic aspects of conflict and cooperation	**C**
1.2.5	Demonstrate knowledge of locations and the ability to compare and contrast the contemporary human and physical geography of major places and regions in the western and eastern hemispheres.	**C**

No.	Guideline / Standard	Level of Proficiency
1.2.6	Explain environmental processes in Michigan, the United States, and other regions of the world by analyzing the patterns they create including climate, landforms, vegetation, and ecosystems.	**B**
1.2.7	Explain and describe contemporary world human processes and identify the patterns they create including: • culture, population demographics, and settlement • cooperation and conflict • economic development and interdependence	**B**
1.2.8	Explain and describe relationships between the environment and societies in Michigan, the United States, and other regions of the world including how humans have used natural resources, and adapted to different environments in different times and places.	**B**
1.2.9	Explain and describe the relationships between the environment and societies, including how human societies have changed physical systems and can be impacted by them.	**B**
1.2.10	Analyze and understand various interpretations of the United States' role in the world, and the impact of globalization in Michigan and the United States.	**C**
1.2.11	Analyze contemporary global issues associated with: • population • resources • patterns of global interaction • conflict and cooperation • security	**C**
1.2.12	Describe and explain the various forms of systematic oppression on various populations as it relates to spatial and cultural geography.	**B**
1.3	**Economic Perspective**	

No.	Guideline / Standard	Level of Proficiency
1.3.1	Analyze and explain the six core economic principles: • People choose • All choices involve cost • People respond to incentives in predictable ways • Voluntary trade creates wealth • Economic systems influence individual choice and incentives • All choices have consequences that lie in the future	**C**
1.3.2	Explain and describe the role of prices in markets, the level of competition in different market structures, and the impact of investment on productivity and growth in national and global context.	**B**
1.3.3	Explain how individual business and government decision makers confront scarcity, resource allocation, and market forces.	**B**
1.3.4	Explain and describe how supply, demand, elasticity, price, equilibrium, and incentives affect the dynamics of markets.	**C**
1.3.5	Describe the role of government on the market, demonstrating how governments can impact the market through its policy decisions (e.g. taxation, consumer protection, property rights, and income redistribution).	**B**
1.3.6	Analyze national markets using national income accounting, unemployment data, inflation, business cycles, output, economic growth, the role of money, interest rates, and the Federal Reserve System.	**B**
1.3.7	Understand and describe how governmental decisions on taxation, spending, trade policies (tariffs, etc.), and regulation affect macroeconomic goals.	**B**
1.3.8	Analyze and explain the various economic systems, including free market, command, and mixed systems including exchange, production, distribution, and consumption of goods and services.	**C**

No.	Guideline / Standard	Level of Proficiency
1.3.9	Analyze and explain various aspects of the international economy including the reason for individuals and businesses to specialize and trade, and the rationale for specialization and trade across international borders.	**C**
1.3.10	Analyze and explain the resulting challenges and benefits of trade and interdependence for consumers, investors, laborers, producers, and government.	**C**
1.3.11	Examine and describe these systems (free market, command, and mixed) alongside and within the context of international trade and economic organizations (World Trade Organization, International Monetary Fund), and transitional or developing economies throughout the world (e.g. China, and India).	**B**
1.3.12	Demonstrate how personal decision-making, money management, investing, credit, and insurance relate to personal finance.	**C**
1.3.13	Analyze and explain how the economic concepts of scarcity, opportunity cost, and marginal analysis affect individual and household choices and decision making.	**C**
1.3.14	Explain how economic systems impact different groups of people in the global economy.	**B**
1.4	**Political Science Perspective**	
1.4.1	Analyze and explain the conceptual foundations of civic and political life across various political systems inclusive of those in the United States.	**C**
1.4.2	Analyze and describe the origins of constitutional government in the United States including colonial governmental practices, republicanism, and liberalism in seventeenth and eighteenth century European thought.	**C**
1.4.3	Analyze and explain the structure, function and consequences of multiple forms of government inclusive of liberal democratic state, semi-democratic state, authoritarian, and totalitarian regimes.	**C**

No.	Guideline / Standard	Level of Proficiency
1.4.4	Analyze and explain the structure and functions of government in the United States including the national, state, and local governments, government powers and limits on powers.	**C**
1.4.5	Explain the United States foreign policy, the United States' role in world affairs, and the basic dynamics and organizations of global politics.	**B**
1.4.6	Identify and explain foundational principles in the Mayflower Compact, Articles of Confederation, Declaration of Independence, and the Constitution.	**C**
1.4.7	Describe and explain the foundational values and principles of democratic citizenship, including the knowledge, civic skills, and dispositions (e.g. trust, tolerance).	**C**
1.4.8	Analyze and explain the use, interpretation, enforcement, and impact of law in United States government, and how individuals and groups can use the political process to change the law and influence government.	**C**
1.4.9	Analyze and explain the meaning, rights, responsibilities, and dispositions of citizenship in the United States, inclusive of civic inquiry and public discourse.	**C**
1.4.10	Describe and explain the various stages of creating public policy and how various perspectives impact its implementation.	**B**
1.4.11	Describe examples of conflict and cooperation between the United States and other governments.	**B**

No.	Guideline / Standard	Level of Proficiency
2.0	**Interdisciplinary Connections** Candidates are required to demonstrate knowledge of the principles, concepts, and skills in each of the four core disciplines (history, geography, political science, and economics) of Social Studies GLCE and HSCE. Candidates will also demonstrate their understanding of the interdisciplinary and integrative nature of social studies. **The candidate is able to:**	
2.1	Describe and integrate basic content and concepts from history, geography, economics, and political science.	
2.1.1	Describe and explain the interrelatedness of major political, economic, and geographic concepts throughout Michigan history and the major eras of United States history.	**C**
2.1.2	Describe and explain the interrelatedness of major political, economic, and geographic concepts throughout the major eras of world history.	**C**
2.1.3	Describe and explain the interrelatedness of major world regions based on political, economic, and cultural elements.	**C**
2.1.4	Explain the impact of government on local, national, and global trade as well as the various types of economic systems.	**B**
2.1.5	Analyze major components of the constitutions of the United States and Michigan and the possible impacts on citizens.	**B**
2.1.6	Describe and explain the role of civic engagement and the rights of citizens in the United States and Michigan.	**C**
2.2	Demonstrate the use of an interdisciplinary approach to explain the context, causes, and consequences of issues and events.	**B**

No.	Guideline / Standard	Level of Proficiency
3.0	**Application of Social Science Perspectives** Candidates will demonstrate the ability to apply the social studies procedures and skills outlined in the Social Studies GLCE and HSCE: reading and communication, inquiry, research and analysis, public discourse and decision making, and citizen involvement. **The candidate is able to:**	
3.1	Acquire and organize information from a variety of sources and use a variety of electronic technologies to assist in assessing and managing information.	**C**
3.2	Critically read, interpret, and clearly communicate both orally and in writing the meaning and significance of information in the social sciences including maps, charts, graphs, and timelines.	**C**
3.3	Conduct investigations by formulating a clear statement of questions; gathering, organizing, and evaluating information from a variety of sources; analyzing and interpreting information; and reporting results both orally and in writing.	**C**
3.4	Engage in reasoned and informed decision-making, state issues clearly as questions of public policy, trace the origins of the issues, analyze various perspectives people bring to the issue, and evaluate possible ways to resolve the issue.	**C**
3.5	Identify and explain core democratic values inclusive of the public or common good, individual rights, major constitutional principles, and additional beliefs such as justice for all, equal opportunity, respect and appreciation for diversity, and patriotism.	**C**
3.6	Engage in constructive conversation about matters of public concern by clarifying issues, considering opposing views, applying democratic values, anticipating consequences, and working toward making decisions.	**C**

No.	Guideline / Standard	Level of Proficiency
3.7	Compose coherent written essays that express positions on public issues and justify the positions with reasoned arguments supported by evidence.	**C**
3.8	Demonstrate an understanding of how an individual's actions affect other people, how one acts in accordance with the rule of law, and how one acts in a virtuous and ethically responsible way as a member of society.	**C**
3.9	Demonstrate and communicate information using a variety of traditional and digital means.	**C**
4.0	**Instruction** The candidate will demonstrate the ability to design, present, and assess social studies instruction for diverse learners in accordance to Universal Education Vision and Principles and utilize innovative technology in accordance to SBE Educational Technology Standards and Expectations. **The candidate is able to:**	
4.1	Implement the Social Studies GLCE and HSCE in curricular planning and instruction.	**C**
4.2	Apply various teaching methods, organize curriculum, and manage resources and instructional materials appropriate to social studies.	**C**
4.3	Demonstrate knowledge of and ability to construct learning environments inclusive of collaborative teaching methods that engage students with different learning styles, diverse needs, varying cultural backgrounds, and special needs as outlined by the Universal Education Vision and Principles.	**C**
4.4	Demonstrate knowledge of appropriate technology, especially content-specific technology, to engage all learners inclusive of assistive and adaptive technology.	**C**
4.5	Design and implement instructional strategies that promote higher order thinking, deep knowledge, substantive conversations, the enhancement of intercultural competence, and connections to the world beyond the classroom.	**C**

No.	Guideline / Standard	Level of Proficiency
4.6	Design and implement instructional strategies and resources to develop social studies knowledge, processes, and skills set forth in the Social Studies GLCE and HSCE.	**C**
4.7	Successfully complete early and ongoing structured field experiences, prior to and including student teaching, in diverse learning environments.	*
4.8	Design and implement lesson plans that apply geographic knowledge and skills to the study of history.	**C**
4.9	Design, implement, reflect, and evaluate a service learning project that enhances the understanding of the importance of civic engagement.	**C**
5.0	**Assessment** The candidate will demonstrate knowledge of and ability to utilize various levels of formal and informal assessment strategies and ability to ensure continuous intellectual, social, and physical development of learners. **The candidate is able to:**	
5.1	Demonstrate knowledge of and ability to implement a variety of formative and summative assessment strategies appropriate to social studies.	**C**
5.2	Demonstrate the ability to use formative and summative assessment data to improve instruction, student learning, and curriculum planning.	**C**
5.3	Demonstrate the ability to interpret assessment results and communicate assessment data to students, parent(s)/guardian(s), and other school personnel.	**C**
5.4	Demonstrate knowledge of appropriate assessment tools, and implementation strategies with appropriate accommodations that align with state expectations, as exhibited through state assessment and policy documents.	**C**

No.	Guideline / Standard	Level of Proficiency
5.5	Demonstrate knowledge of a variety of assessment tools allowing students to evaluate their own academic progress and set goals.	**C**
6.0	**Professionalism** Teacher preparation institutions provide candidates with opportunities to develop the dispositions and characteristics of a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community), and who actively seeks out opportunities to grow professionally including continued enhancement of technology related knowledge and skills. **The candidate is able to:**	
6.1	Demonstrate knowledge of current research and best practice in social studies education.	**B**
6.2	Demonstrate knowledge of current curricular requirements, issues, and trends in the social studies at the state and national level.	**B**
6.3	Demonstrate knowledge of professional organizations and resources to support and improve teaching and to encourage professional development in social studies education.	**B**
6.4	Demonstrate appropriate communication and collaboration skills to interact with school colleagues, parent(s)/guardian(s), and others in the larger community to support student learning and growth (i.e. Individual Education Plan,).	**C**
7.0	**Technology** Teacher preparation institutions provide candidates with the opportunities to develop and demonstrate application of the technology competencies of the Professional Standards for Michigan Teachers and prepare candidates to assist students to meet the SBE Educational Technology Standards and Expectations for the appropriate grade level in social studies. **The candidate is able to:**	

No.	Guideline / Standard	Level of Proficiency
7.1	Identify, evaluate, and apply current technology in social science that include using appropriate technology tools for research, data acquisition and analysis, communications, and presentation.	**C**
7.2	Identify and apply a wide array of content specific, adaptive, and assistive technological resources and evaluate for accuracy and effectiveness in the classroom.	**B**
7.3	Demonstrate and support the ethical and responsible use of technology.	**B**
7.4	Evaluate and demonstrate knowledge of basic geographic technology including accessing, presenting and using Geographic Information System, Global Positioning System, and remote sensing images.	**C**
	Use technology to:	
7.5	Develop higher order skills such as critical thinking, problem solving, self-directed, and collaborative learning.	**C**
7.6	Address diverse student needs and learning styles including utilizing assistive and adaptive technologies.	**C**
7.7	Develop social studies knowledge, processes, and skills set forth in the Social Studies GLCE and HSCE.	**B**
7.8	Facilitate effective formative and summative assessment strategies.	**B**
7.9	Create and evaluate content-specific online learning experiences to enhance student learning.	**C**

Standards for the Preparation of Teachers of History (CC)

- Completion of a History major must include a minimum of 30 credit hours.
- Completion of a History minor must include a minimum of 20 credit hours.
- To add a History endorsement to an existing certificate, the program must be at least 20 semester credit hours.
- Completion of the History endorsement program with the integrated geography content will prepare a candidate to teach all of the history components of the Grade 6-12 Grade Level Content Expectations and High School Content Expectations as well as the United States History and Geography and World History and Geography.

PROFICIENCY LEVEL RATINGS

A = AWARENESS: Possesses general knowledge
B = BASIC UNDERSTANDING: Ability to understand and apply
C = COMPREHENSIVE UNDERSTANDING: High level of understanding, applying, and reflecting
*** = THESE STANDARDS DO NOT HAVE LEVELS OF PROFICIENCY:** Programs either meet, or do not meet these standards

No.	Guideline / Standard	Level of Proficiency
1.0	**Content knowledge, processes, and skills** The candidate will demonstrate comprehensive knowledge, understanding, evaluative skills, critical inquiry, and ability to teach the History content, processes, and skills inclusive of those in Michigan's K-12 Curriculum Framework and Benchmarks, Grade Level Content Expectations (GLCE) and the High School Content Expectations (HSCE) in accordance to the Universal Education Vision and Principles, and State Board of Education (SBE) Educational Technology Standards and Expectations. **The candidate is able to:**	

No.	Guideline / Standard	Level of Proficiency
1.1	Explain, analyze, and interpret the major political, economic, social and cultural movements and the key concepts, events, people, and issues inclusive of the following eras of United States and Michigan history: Era 1: Americas to 1620 Era 2: First Contact and Colonization Era 3: Revolution and the New Nation Era 4: Expansion and Reform Era 5: Civil War and Reconstruction Era 6: The Development of an Industrial, Urban, and Global United States Era 7: The Great Depression and World War II Era 8: Post World War II Era 9: The United States in a New Global Age	**C**
1.2	Explain, analyze, and interpret the major political, economic, social, and cultural movements and the key concepts, events, people, and issues inclusive of the following eras of world history: Era 1: Beginnings of Human Society Era 2: Early Civilizations and Cultures and the Emergence of Pastoral Peoples Era 3: Classical Traditions, World Religions, and Major Empires Era 4: Expanding and Intensified Hemispheric Interactions Era 5: Emergence of the First Global Age Era 6: An Age of Revolutions Era 7: Global Crisis and Achievement Era 8: The Cold War and Its Aftermath	**C**
1.3	Apply key historical concepts of time, chronology, cause and effect, change and continuity, to analyze and explain historical phenomena and processes within the major eras of United States and world history.	**C**
1.4	Identify, analyze, and compare multiple historical interpretations of the past to demonstrate how knowledge of history is constructed.	**C**

No.	Guideline / Standard	Level of Proficiency
1.5	Conduct historical inquiry by formulating historical questions, obtaining historical data from a variety of sources including digital and other forms of technology, examining and evaluating evidence, and identifying gaps in historical evidence to make sound interpretations of the past.	**C**
1.6	Analyze and evaluate varying historical documents and narratives by identifying and examining the purpose, point of view and the central question(s) addressed in the narrative or document, and determining the historical context and significance of the work.	**C**
1.7	Evaluate and describe key decisions made in history by assessing their implications and long-term consequences.	**C**
1.8	Analyze and evaluate major historical issues and events from the regional, interregional, and global perspective.	**C**
1.9	Analyze and evaluate history from multiple perspectives, inclusive of race, ethnicity, social class, and gender.	**C**
1.10	Assess and explain the impact of major theories and interpretive frameworks that shape history as well as identify the bias that these frameworks and theories might present.	**C**
2.0	**Interdisciplinary Connections** Candidates are required to demonstrate knowledge of the principles, concepts, and skills in each of the four core disciplines (history, geography, political science, and economics) of Social Studies GLCE and HSCE. Candidates will demonstrate their understanding of the interdisciplinary and integrative nature of social studies. **The candidate is able to:**	

No.	Guideline / Standard	Level of Proficiency
2.1	Describe basic content and concepts from geography, economics, and political science.	
2.1.1	Describe and explain the impact of geography on history of the United States throughout the major eras, including human-environment relationships of territorial expansion, resource use, patterns of settlement, population demographics such as immigration and migration, and geographic causes of conflict and cooperation, and economic development and interdependence.	**C**
2.1.2	Describe and explain the impact of geography in world history, throughout the major eras, to include the rise and fall of empires; the diffusion of religion, cultures, and ideas; the development of agriculture, industry, trade: the changes in demography, settlement patterns, migration; the impact of different technologies and usage of natural resources; and the geographic causes of conflict and cooperation and economic development and interdependence.	**C**
2.1.3	Demonstrate knowledge and ability to integrate the geographic perspective with historic content.	**C**
2.1.4	Use and explain maps and other geographic tools to acquire, process, and present information from a spatial perspective.	**C**
2.1.5	Describe and explain world environmental processes and describe the patterns they create including climate, landforms, and ecosystems.	**C**

No.	Guideline / Standard	Level of Proficiency
2.1.6	Explain the six core economic principles: • People choose • All choices involve cost • People respond to incentives in predictable ways • Voluntary trade creates wealth • Economic systems influence individual choice and incentives • All choices have consequences that lie in the future	**B**
2.1.7	Describe and explain the similarities and differences among major economic systems.	**B**
2.1.8	Describe and explain the shifts of economic systems and patterns throughout the major eras of world and United States history.	**B**
2.1.9	Describe and explain the structure and functions of government in the United States.	**B**
2.1.10	Analyze the basic constitutional principles as well as major components of the constitutions of the United States and Michigan and the possible impacts on citizens.	**C**
2.1.11	Describe and explain the role of civic engagement and the rights of citizens in the United States.	**C**
2.1.12	Describe and explain how the world is organized politically and how diplomatic relations are formulated and implemented over time.	**B**
2.1.13	Describe and explain chronological changes of governmental transitions throughout the various eras of world and United States history.	**B**

No.	Guideline / Standard	Level of Proficiency
2.2	Demonstrate the use of an interdisciplinary approach to explain the context, causes, and consequences of issues and events.	**B**
3.0	**Application of Social Science Perspectives** Candidates will demonstrate the ability to apply the social studies procedures and skills outlined in the Social Studies GLCE and HSCE: reading and communication, inquiry, research and analysis, public discourse and decision making, and citizen involvement. **The candidate is able to:**	
3.1	Acquire and organize information from a variety of sources and use a variety of electronic technologies to assist in assessing and managing information.	**C**
3.2	Critically read, interpret, and clearly communicate both orally and in writing the meaning and significance of information in the social sciences including maps, charts, graphs, and timelines.	**C**
3.3	Conduct investigations by formulating a clear statement of questions; gathering, organizing, and evaluating information from a variety of sources; analyzing and interpreting information; and reporting results both orally and in writing.	**C**
3.4	Engage in reasoned and informed decision-making, state issues clearly as questions of public policy, trace the origins of the issues, analyze various perspectives people bring to the issue, and evaluate possible ways to resolve the issue.	**C**

No.	Guideline / Standard	Level of Proficiency
3.5	Identify and explain core democratic values inclusive of the public or common good, individual rights, major constitutional principles, and additional beliefs such as justice for all, equal opportunity, respect and appreciation for diversity, and patriotism.	**C**
3.6	Engage in constructive conversation about matters of public concern by clarifying issues, considering opposing views, applying democratic values, anticipating consequences, and working toward making decisions.	**C**
3.7	Compose coherent written essays that express positions on public issues and justify the positions with reasoned arguments supported by evidence.	**C**
3.8	Demonstrate an understanding of how an individual's actions affect other people, how one acts in accordance with the rule of law, and how one acts in a virtuous and ethically responsible way as a member of society.	**C**
3.9	Demonstrate and communicate information using a variety of traditional and digital means.	**C**
4.0	**Instruction** The candidate will demonstrate the ability to design, present, and assess history instruction for diverse learners in accordance to Universal Education Vision and Principles and utilize innovative technology in accordance to SBE Educational Technology Standards and Expectations. **The candidate is able to:**	
4.1	Implement the Social Studies GLCE and HSCE in curricular planning and instruction.	**C**

No.	Guideline / Standard	Level of Proficiency
4.2	Apply various teaching methods, organize curriculum, and manage resources and instructional materials appropriate to social studies.	**C**
4.3	Demonstrate knowledge of and ability to construct learning environments inclusive of collaborative teaching methods that engage students with different learning styles, diverse needs, varying cultural backgrounds, and special needs as outlined by the Universal Education Vision and Principles.	**C**
4.4	Demonstrate knowledge of appropriate technology, especially content-specific technology, to engage all learners inclusive of assistive and adaptive technology.	**C**
4.5	Design and implement instructional strategies that promote higher order thinking, deep knowledge, substantive conversations, the enhancement of intercultural competence, and connections to the world beyond the classroom.	**C**
4.6	Design and implement instructional strategies and resources to develop history knowledge, processes, and skills set forth in the Social Studies GLCE and HSCE.	**C**
4.7	Successfully complete early and ongoing structured field experiences, prior to and including student teaching, in diverse learning environments.	*****
4.8	Design and implement lesson plans that apply geographic knowledge and skills to the study of history.	**C**
4.9	Design, implement, reflect, and evaluate a service learning project that enhances the understanding of the importance of civic engagement.	**C**

No.	Guideline / Standard	Level of Proficiency
5.0	**Assessment** The candidate will demonstrate knowledge of and ability to utilize various levels of formal and informal assessment strategies and ability to ensure continuous intellectual, social, and physical development of learners. **The candidate is able to:**	
5.1	Demonstrate knowledge of and ability to implement a variety of formative and summative assessment strategies appropriate to social studies.	**C**
5.2	Demonstrate the ability to use formative and summative assessment data to improve instruction, student learning, and curriculum planning.	**C**
5.3	Demonstrate the ability to interpret assessment results and communicate assessment data to students, parent(s)/guardian(s), and other school personnel.	**C**
5.4	Demonstrate knowledge of appropriate assessment tools, and implementation strategies with appropriate accommodations that align with state expectations, as exhibited through state assessment and policy documents.	**C**
5.5	Demonstrate knowledge of a variety of assessment tools allowing students to evaluate their own academic progress and set goals.	**C**

No.	Guideline / Standard	Level of Proficiency
6.0	**Professionalism** Teacher preparation institutions provide candidates with opportunities to develop the dispositions and characteristics of a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community), and who actively seeks out opportunities to grow professionally including continued enhancement of technology related knowledge and skills. **The candidate is able to:**	
6.1	Demonstrate knowledge of current research and best practice in history education.	**C**
6.2	Demonstrate knowledge of current curricular requirements, issues, and trends in the history at the state and national level.	**B**
6.3	Demonstrate knowledge of professional organizations and resources to support and improve teaching and to encourage professional development in history education.	**B**
6.4	Demonstrate appropriate communication and collaboration skills to interact with school colleagues, parent(s)/guardian(s), and others in the larger community to support student learning and growth (i.e. Individual Education Plan).	**B**

No.	Guideline / Standard	Level of Proficiency
7.0	**Technology** Teacher preparation institutions provide candidates with the opportunities to develop and demonstrate application of the technology competencies of the Professional Standards for Michigan Teachers and prepare candidates to assist students to meet the SBE Educational Technology Standards and Expectations for the appropriate grade level in social studies. **The candidate is able to:**	
7.1	Identify, evaluate, and apply current technology in social science that include using appropriate technology tools for research, data acquisition and analysis, communications, and presentation.	**C**
7.2	Identify and apply a wide array of content specific, adaptive, and assistive technological resources and evaluate for accuracy and effectiveness in the classroom.	**C**
7.3	Demonstrate and support the ethical and responsible use of technology.	**B**
7.4	Evaluate and demonstrate knowledge of basic geographic technology including accessing, presenting and using Geographic Information System, Global Positioning System, and remote sensing images.	**B**
	Use technology to:	
7.5	Develop higher order skills such as critical thinking, problem solving, self-directed, and collaborative learning.	**C**
7.6	Address diverse student needs and learning styles including utilizing assistive and adaptive technologies.	**C**

No.	Guideline / Standard	Level of Proficiency
7.7	Develop social studies knowledge, processes, and skills set forth in the Social Studies GLCE and HSCE.	**C**
7.8	Facilitate effective formative and summative assessment strategies.	**B**
7.9	Create and evaluate content-specific online learning experiences to enhance student learning in content.	**C**

Standards for the Preparation of Teachers of Geography (CB)

- Completion of a Geography major must include a minimum of 30 credit hours.
- Completion of a Geography minor must include a minimum of 20 credit hours.
- To add a Geography endorsement to an existing certificate, the program must be at least 20 semester credit hours.
- Completion of a geography endorsement program with the integrated history content will appropriately prepare a candidate to teach all of the geography components of the Grade 6-12 Grade Level Content Expectations and High School Content Expectations as well as the integrated United States History and Geography and World History and Geography components.

PROFICIENCY LEVEL RATINGS

A = AWARENESS: Possesses general knowledge
B = BASIC UNDERSTANDING: Ability to understand and apply
C = COMPREHENSIVE UNDERSTANDING: High level of understanding, applying, and reflecting
*** = THESE STANDARDS DO NOT HAVE LEVELS OF PROFICIENCY:** Programs either meet, or do not meet these standards

No.	Guideline / Standard	Level of Proficiency
1.0	**Content knowledge, processes, and skills** The candidate will demonstrate comprehensive knowledge, understanding, evaluative skills, critical inquiry, and ability to teach the Geography content, processes, and skills inclusive of those in Michigan's K-12 Curriculum Framework and Benchmarks, Grade Level Content Expectations (GLCE) and the High School Content Expectations (HSCE) in accordance to the Universal Education Vision and Principles, and State Board of Education (SBE) Educational Technology Standards and Expectations. **The candidate is able to:**	
1.1	Describe and explain the world in spatial terms: • physical and human characteristics of places • the importance of absolute and relative location • movement of people • materials, products, and information • human-environment relationships and regions	**C**

No.	Guideline / Standard	Level of Proficiency
1.2	Utilize geographical inquiry and analysis including the ability to use, make, and interpret maps, and present and interpret geo-spatial data.	**C**
1.3	Explain and interpret the impact of geography on the history of the United States including: • territorial expansion of the United States • economic and social trends • demographic trends (including migration) • the geographic causes and consequences of: conflict and cooperation, human environment relationships, and economic development/interdependence	**C**
1.4	Describe and analyze geography in world history including: • the rise and fall of empires • the impact of different technologies • the spread of religion, cultures, and ideas • the development of agriculture, industry, and trade • changes in demography • settlement patterns and migration • geographic aspects of conflict and cooperation	**C**
1.5	Demonstrate knowledge of locations and the ability to compare and contrast the contemporary human and physical geography of major places and regions in the western and eastern hemispheres.	**C**
1.6	Explain world environmental processes and analyze the patterns they create including climate, landforms, vegetation, and ecosystems.	**C**
1.7	Describe and explain contemporary world human processes and identify the patterns they create including: • culture, population demographics, and settlement • cooperation and conflict • economic development and interdependence	**C**

No.	Guideline / Standard	Level of Proficiency
1.8	Explain, analyze, and evaluate relationships between the environment and societies including how humans have used natural resources, and adapted to different environments in different times and places.	**C**
1.9	Explain, compare, contrast, and evaluate the relationships between the environment and societies, including how human societies have changed physical systems and can be impacted by them.	**C**
1.10	Analyze and interpret the United States' role in the world and the impact of globalization on the United States.	**C**
1.11	Analyze contemporary global issues associated with: • population • resources • patterns of global interaction • conflict and cooperation • security	**C**
1.12	Explain, assess, and analyze the various forms of systematic oppression on various populations as it relates to spatial and cultural geography.	**C**
2.0	**Interdisciplinary Connections** Candidates are required to demonstrate knowledge of the principles, concepts, and skills in each of the four core disciplines (history, geography, political science, and economics) of Social Studies GLCE and HSCE. Candidates will demonstrate their understanding of the interdisciplinary and integrative nature of social studies. **The candidate is able to:**	
2.1	Describe basic content and concepts from history, economics, and political science.	
2.1.1	Sequence chronologically major eras within the United States and world history, and identify key events within those eras in order to examine relationships and explain cause and effect.	**C**

No.	Guideline / Standard	Level of Proficiency
2.1.2	Describe and explain the interrelatedness of geography and history of the United States throughout the major eras, including human-environment relationships of territorial expansion, resource use, patterns of settlement, population demographics such as immigration and migration, and geographic causes of conflict and cooperation and economic development and interdependence.	**C**
2.1.3	Describe and explain the interrelatedness of geography and world history throughout the major eras, to include the rise and fall of empires; the diffusion of religion, cultures, and ideas; the development of agriculture, industry, trade: the changes in demography, settlement patterns, migration; the impact of different technologies; and the geographic causes of conflict and cooperation, and economic development and interdependence.	**C**
2.1.4	Explain the six core economic principles: • People choose • All choices involve cost • People respond to incentives in predictable ways • Voluntary trade creates wealth • Economic systems influence individual choice and incentives • All choices have consequences that lie in the future	**B**
2.1.5	Describe and explain the similarities and differences among major economic systems.	**B**
2.1.6	Describe and explain how the environment of a region impacts the economy.	**B**
2.1.7	Describe and explain the interrelatedness between economics and geography as it relates to trade of goods and methods of trade.	**B**
2.1.8	Describe and explain the structure and functions of government in the United States.	**B**

No.	Guideline / Standard	Level of Proficiency
2.1.9	Analyze major components of the constitutions of the United States and Michigan and the possible impacts on citizens.	**C**
2.1.10	Describe and explain the role of civic engagement and the rights of citizens in the United States.	**C**
2.1.11	Describe and explain the role of government in major world regions.	**B**
2.2	Use an interdisciplinary approach to explaining the causes, consequences, and context of major issues and events.	**B**
3.0	**Application of Social Science Perspectives** Candidates will demonstrate the ability to apply the social studies procedures and skills outlined in the Social Studies GLCE and HSCE: reading and communication, inquiry, research and analysis, public discourse and decision making, and citizen involvement. **The candidate is able to:**	
3.1	Acquire and organize information from a variety of sources and use a variety of electronic technologies to assist in assessing and managing information.	**C**
3.2	Critically read, interpret, and clearly communicate both orally and in writing the meaning and significance of information in the social sciences including maps, charts, graphs, and timelines.	**C**
3.3	Conduct investigations by formulating a clear statement of questions; gathering, organizing, and evaluating information from a variety of sources; analyzing and interpreting information; and reporting results both orally and in writing.	**C**
3.4	Engage in reasoned and informed decision-making, state issues clearly as questions of public policy, trace the origins of the issues, analyze various perspectives people bring to the issue, and evaluate possible ways to resolve the issue.	**C**

No.	Guideline / Standard	Level of Proficiency
3.5	Identify and explain core democratic values inclusive of the public or common good, individual rights, major constitutional principles, and additional beliefs such as justice for all, equal opportunity, respect and appreciation for diversity, and patriotism.	**C**
3.6	Engage in constructive conversation about matters of public concern by clarifying issues, considering opposing views, applying democratic values, anticipating consequences, and working toward making decisions.	**C**
3.7	Compose coherent written essays that express positions on public issues and justify the positions with reasoned arguments supported by evidence.	**C**
3.8	Demonstrate an understanding of how an individual's actions affect other people, how one acts in accordance with the rule of law, and how one acts in a virtuous and ethically responsible way as a member of society.	**C**
3.9	Demonstrate and communicate information using a variety of traditional and digital means.	**C**
4.0	**Instruction** The candidate will demonstrate the ability to design, present, and assess geography instruction for diverse learners in accordance to Universal Education Vision and Principles and utilize innovative technology in accordance to SBE Educational Technology Standards and Expectations. **The candidate is able to:**	
4.1	Implement the Social Studies GLCE and HSCE in curricular planning and instruction.	**C**
4.2	Apply various teaching methods, organize curriculum, and manage resources and instructional materials appropriate to social studies.	**C**

No.	Guideline / Standard	Level of Proficiency
4.3	Demonstrate knowledge of and ability to construct learning environments inclusive of collaborative teaching methods that engage students with different learning styles, diverse needs, varying cultural backgrounds, and special needs as outlined by the Universal Education Vision and Principles.	**C**
4.4	Demonstrate knowledge of appropriate technology, especially content-specific technology, to engage all learners inclusive of assistive and adaptive technology.	**C**
4.5	Design and implement instructional strategies that promote higher order thinking, deep knowledge, substantive conversations, the enhancement of intercultural competence, and connections to the world beyond the classroom.	**C**
4.6	Design and implement instructional strategies and resources to develop social studies knowledge, processes, and skills set forth in the Social Studies GLCE and HSCE.	**C**
4.7	Successfully complete early and ongoing structured field experiences, prior to and including student teaching, in diverse learning environments.	*
4.8	Design and implement lesson plans that apply geographic knowledge and skills to the study of history.	**C**
4.9	Design, implement, reflect, and evaluate a service learning project that enhances the understanding of the importance of civic engagement.	**C**
5.0	**Assessment** The candidate will demonstrate knowledge of and ability to utilize various levels of formal and informal assessment strategies and ability to ensure continuous intellectual, social, and physical development of learners. **The candidate is able to:**	
5.1	Demonstrate knowledge of and ability to implement a variety of formative and summative assessment strategies appropriate to geography.	**C**

No.	Guideline / Standard	Level of Proficiency
5.2	Demonstrate the ability to use formative and summative assessment data to improve instruction, student learning and curriculum planning.	**C**
5.3	Demonstrate the ability to interpret assessment results and communicate assessment data to students, parent(s)/guardian(s), and other school personnel.	**C**
5.4	Demonstrate knowledge of appropriate assessment tools, and implementation strategies with appropriate accommodations that align with state expectations, as exhibited through state assessment and policy documents.	**C**
5.5	Demonstrate knowledge of a variety of assessment tools allowing students to evaluate their own academic progress and set goals.	**C**
6.0	**Professionalism** Teacher preparation institutions provide candidates with opportunities to develop the dispositions and characteristics of a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community), and who actively seeks out opportunities to grow professionally including continued enhancement of technology related knowledge and skills. **The candidate is able to:**	
6.1	Demonstrate knowledge of current research and best practice in social studies education.	**C**
6.2	Demonstrate knowledge of current curricular requirements, issues, and trends in geography at the state and national level.	**B**
6.3	Demonstrate knowledge of professional organizations and resources to support and improve teaching and to encourage professional development in geography education.	**B**

No.	Guideline / Standard	Level of Proficiency
6.4	Demonstrate appropriate communication and collaboration skills to interact with school colleagues, parent(s)/guardian(s), and others in the larger community to support student learning and growth (i.e. Individual Education Plan).	**B**
7.0	**Technology** Teacher preparation institutions provide candidates with the opportunities to develop and demonstrate application of the technology competencies of the Professional Standards for Michigan Teachers and prepare candidates to assist students to meet the SBE Educational Technology Standards and Expectations for the appropriate grade level in social studies. **The candidate is able to:**	
7.1	Identify, evaluate, and apply current technology in social science that include using appropriate technology tools for research, data acquisition and analysis, communications, and presentation.	**C**
7.2	Identify and apply a wide array of content specific, adaptive, and assistive technological resources and evaluate for accuracy and effectiveness in the classroom.	**C**
7.3	Demonstrate and support the ethical and responsible use of technology.	**B**
7.4	Evaluate and demonstrate knowledge of basic geographic technology including accessing, presenting and using Geographic Information Systems, Global Positioning Systems, and remote sensing images.	**B**
	Use technology to:	
7.5	Develop higher order skills such as critical thinking, problem solving, self-directed, and collaborative learning.	**C**
7.6	Address diverse student needs and learning styles including utilizing assistive and adaptive technologies.	**C**

No.	Guideline / Standard	Level of Proficiency
7.7	Develop social studies knowledge, processes, and skills set forth in the Social Studies GLCE and HSCE.	**C**
7.8	Facilitate effective formative and summative assessment strategies.	**B**
7.9	Create and evaluate content-specific online learning experiences to enhance student learning.	**C**

Economics (CA) Program Standards

- Completion of an Economics major must include a minimum of 30 credit hours.
- Completion of an Economics minor must include a minimum of 20 credit hours.
- To add an Economics endorsement to an existing certificate, the program must be at least 20 semester credit hours.
- Completion of the economics endorsement program will appropriately prepare a candidate to teach all of the economics components of the Grade 6-12 Grade Level Content Expectations and High School Content Expectations as well as financial literacy.

PROFICIENCY LEVEL RATINGS

A = AWARENESS: Possesses general knowledge
B = BASIC UNDERSTANDING: Ability to understand and apply
C = COMPREHENSIVE UNDERSTANDING: High level of understanding, applying, and reflecting
*** = THESE STANDARDS DO NOT HAVE LEVELS OF PROFICIENCY:** Programs either meet, or do not meet these standards.

No.	Guideline / Standard	Level of Proficiency
1.0	**Content knowledge, processes and skills** The candidate will demonstrate comprehensive knowledge, understanding, evaluative skills, critical inquiry, and ability to teach the social studies content, processes, and skills inclusive of those in Michigan's K-12 Curriculum Framework and Benchmarks, Grade Level Content Expectations (GLCE) and the High School Content Expectations (HSCE) in accordance to the Universal Education Vision and Principles, and State Board of Education (SBE) Educational Technology Standards and Expectations. **The candidate is able to:**	
1.1	Analyze and explain the six core economic principles: • People choose • All choices involve cost • People respond to incentives in predictable ways • Voluntary trade creates wealth • Economic systems influence individual choice and incentives • All choices have consequences that lie in the future	**C**

No.	Guideline / Standard	Level of Proficiency
1.2	Analyze and evaluate the role of prices in markets, the level of competition in different market structures, and the impact of investment on productivity and growth in national and global context.	**C**
1.3	Explain how individual business and government decision makers confront scarcity, resource allocation, and market forces.	**C**
1.4	Describe and explain how supply, demand, elasticity, price, equilibrium, and incentives affect the dynamics of markets.	**C**
1.5	Describe the role of government on the market, demonstrating how governments can impact the market through its policy decisions (e.g. taxation, consumer protection, property rights, and income redistribution).	**C**
1.6	Analyze national markets using national income accounting, unemployment data, inflation, business cycles, output, economic growth, the role of money, interest rates, and the Federal Reserve System.	**C**
1.7	Understand and describe how governmental decisions on taxation, spending, trade policies (tariffs, etc.), and regulation affect macroeconomic goals.	**C**
1.8	Analyze and explain the various economic systems, including free market, command, and mixed systems including exchange, production, distribution, and consumption of goods and services.	**C**
1.9	Analyze and explain various aspects of the international economy including the reason for individual and business to specialize and trade, and the rationale for specialization and trade across international borders.	**C**
1.10	Analyze and explain the resulting challenges and benefits of trade and interdependence for consumers, investors, laborers, producers, and government.	**C**

No.	Guideline / Standard	Level of Proficiency
1.11	Examine and describe these systems (free market, command, and mixed) alongside and within the context of international trade and economic organizations (World Trade Organization, International Monetary Fund), and transitional or developing economies throughout the world (e.g. China, and India).	**C**
1.12	Demonstrate how personal decision-making, money management, investing, credit, and insurance relate to personal finance.	**C**
1.13	Analyze and explain how the economic concepts of scarcity, opportunity cost, and marginal analysis affect individual and household choices and decision making.	**C**
1.14	Explain how economic systems impact different groups of people in the global economy.	**C**
2.0	**Interdisciplinary Connections** Candidates are required to demonstrate knowledge of the principles, concepts, and skills in each of the four core disciplines (history, geography, political science, and economics) of Social Studies GLCE and HSCE. Candidates will demonstrate their understanding of the interdisciplinary and integrative nature of social studies. **The candidate is able to:**	
2.1	Describe basic content and concepts from history, geography, and political science.	
2.1.1	Sequence chronologically major eras within the United States and world history, and indentify key events within those eras in order to examine relationships and explain cause and effect.	**B**
2.1.2	Describe and explain the shifts of economic systems and patterns throughout the major eras of world and United States history.	**B**
2.1.3	Describe and explain the impact of economics on major eras of world and United States history.	**B**

No.	Guideline / Standard	Level of Proficiency
2.1.4	Describe and explain relationships between the environment and societies including how humans have used natural resources and adapted to different environments and, in turn, how human societies have changed physical systems over time and evaluate and estimate the impact on the future.	**B**
2.1.5	Describe and explain world environmental processes and describe the patterns they create, including climate, landforms, and ecosystems.	**B**
2.1.6	Describe and explain interrelatedness of major world demographic, political, economic, and cultural regions.	**B**
2.1.7	Describe and explain the relationship between economics and geography as it relates to development of trade of goods and methods of trade.	**B**
2.1.8	Describe and explain how the environment of a region affects the capital and economic growth.	**B**
2.1.9	Describe the structure and functions of government in the United States.	**B**
2.1.10	Analyze major components of the constitutions of the United States and Michigan and the possible impacts on citizens.	**C**
2.1.11	Describe and explain the role of civic engagement and the rights of citizens in the United States.	**C**
2.1.12	Describe and explain how the world is organized politically and how diplomatic relations are formulated and implemented.	**B**
2.1.13	Explain the impact of government on local, national, and global trade as well as the various types of economic systems.	**B**
2.2	Demonstrate the use of an interdisciplinary approach to explain the context, causes, and consequences of issues and events.	**B**

No.	Guideline / Standard	Level of Proficiency
3.0	**Application of Social Science Perspectives** Candidates will demonstrate the ability to apply the social studies procedures and skills outlined in the Social Studies GLCE and HSCE: reading and communication, inquiry, research and analysis, public discourse and decision making, and citizen involvement. **The candidate is able to:**	
3.1	Acquire and organize information from a variety of sources and use a variety of electronic technologies to assist in assessing and managing information.	**C**
3.2	Critically read, interpret, and clearly communicate both orally and in writing the meaning and significance of information in the social sciences including maps, charts, graphs, and timelines.	**C**
3.3	Conduct investigations by formulating a clear statement of questions; gathering, organizing, and evaluating information from a variety of sources; analyzing and interpreting information; and reporting results both orally and in writing.	**C**
3.4	Engage in reasoned and informed decision-making, state issues clearly as questions of public policy, trace the origins of the issues, analyze various perspectives people bring to the issue, and evaluate possible ways to resolve the issue.	**C**
3.5	Identify and explain core democratic values inclusive of the public or common good, individual rights, major constitutional principles, and additional beliefs such as justice for all, equal opportunity, respect and appreciation for diversity, and patriotism.	**C**
3.6	Engage in constructive conversation about matters of public concern by clarifying issues, considering opposing views, applying democratic values, anticipating consequences, and working toward making decisions.	**C**
3.7	Compose coherent written essays that express positions on public issues and justify the positions with reasoned arguments supported by evidence.	**C**

No.	Guideline / Standard	Level of Proficiency
3.8	Demonstrate an understanding of how an individual's actions affect other people, how one acts in accordance with the rule of law, and how one acts in a virtuous and ethically responsible way as a member of society.	**C**
3.9	Demonstrate and communicate information using a variety of traditional and digital means.	**C**
4.0	**Instruction** The candidate will demonstrate the ability to design, present, and assess economics instruction for diverse learners in accordance to Universal Education Vision and Principles and utilize innovative technology in accordance to SBE Educational Technology Standards and Expectations. **The candidate is able to:**	
4.1	Implement the Social Studies GLCE and HSCE in curricular planning and instruction.	**C**
4.2	Apply various teaching methods, organize curriculum, and manage resources and instructional materials appropriate to social studies.	**C**
4.3	Demonstrate knowledge of and ability to construct learning environments inclusive of collaborative teaching methods that engage students with different learning styles, diverse needs, varying cultural backgrounds, and special needs as outlined by the Universal Education Vision and Principles.	**C**
4.4	Demonstrate knowledge of appropriate technology, especially content specific technology, to engage all learners inclusive of assistive and adaptive technology.	**C**
4.5	Design and implement instructional strategies that promote higher order thinking, deep knowledge, substantive conversations, the enhancement of intercultural competence, and connections to the world beyond the classroom.	**C**
4.6	Design and implement instructional strategies and resources to develop economic knowledge, processes, and skills set forth in the Social Studies GLCE and HSCE.	**C**

No.	Guideline / Standard	Level of Proficiency
4.7	Successfully complete early and ongoing structured field experiences, prior to and including student teaching, in diverse learning environments.	*
4.8	Design, implement, reflect, and evaluate a service learning project that enhances the understanding of the importance of civic engagement.	C
5.0	**Assessment** The candidate will demonstrate knowledge of and ability to utilize various levels of formal and informal assessment strategies and ability to ensure continuous intellectual, social, and physical development of learners. **The candidate is able to:**	
5.1	Demonstrate knowledge of and ability to implement a variety of formative and summative assessment strategies appropriate to social studies.	C
5.2	Demonstrate the ability to use formative and summative assessment data to improve instruction, student learning, and curriculum planning.	C
5.3	Demonstrate the ability to interpret assessment results and communicate assessment data to students, parent(s)/guardian(s), and other school personnel.	C
5.4	Demonstrate knowledge of appropriate assessment tools, and implementation strategies with appropriate accommodations that align with state expectations, as exhibited through state assessment and policy documents.	C
5.5	Demonstrate knowledge of a variety of assessment tools allowing students to evaluate their own academic progress and set goals.	C

No.	Guideline / Standard	Level of Proficiency
6.0	**Professionalism** Teacher preparation institutions provide candidates with opportunities to develop the dispositions and characteristics of a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community), and who actively seeks out opportunities to grow professionally including continued enhancement of technology related knowledge and skills. **The candidate is able to:**	
6.1	Demonstrate knowledge of current research and best practice in economics education.	**B**
6.2	Demonstrate knowledge of current curricular requirements, issues, and trends in the economics at the state and national level.	**B**
6.3	Demonstrate knowledge of professional organizations and resources to support and improve teaching and to encourage professional development in economics education.	**B**
6.4	Demonstrate appropriate communication and collaboration skills to interact with school colleagues, parent(s)/guardian(s), and others in the larger community to support student learning and growth (i.e. Individual Education Plan).	**C**
7.0	**Technology** Teacher preparation institutions provide candidates with the opportunities to develop and demonstrate application of the technology competencies of the Professional Standards for Michigan Teachers and prepare candidates to assist students to meet the SBE Educational Technology Standards and Expectations for the appropriate grade level in social studies. **The candidate is able to:**	
7.1	Identify, evaluate, and apply current technology in social science that include using appropriate technology tools for research, data acquisition and analysis, communications, and presentation.	**C**

No.	Guideline / Standard	Level of Proficiency
7.2	Identify and apply a wide array of content specific, adaptive, and assistive technological resources and evaluate for accuracy and effectiveness in the classroom.	**B**
7.3	Demonstrate and support the ethical and responsible use of technology.	**B**
	Use technology to:	
7.4	Develop higher order skills such as critical thinking, problem solving, self-directed, and collaborative learning.	**C**
7.5	Address diverse student needs and learning styles including utilizing assistive and adaptive technologies.	**C**
7.6	Develop social studies knowledge, processes, and skills set forth in the Social Studies GLCE and HSCE.	**B**
7.7	Facilitate effective formative and summative assessment strategies.	**B**
7.8	Create and evaluate content-specific online learning experiences to enhance student learning in content.	**C**

Political Science (CD) Program Standards

- Completion of a Political Science major must include a minimum of 30 credit hours.
- Completion of a Political Science minor must include a minimum of 20 credit hours.
- To add a Political Science endorsement to an existing certificate, the program must be at least 20 semester credit hours.
- Completion of the political science endorsement program will appropriately prepare a candidate to teach all of the civics and government components of the Grade 6-12 Grade Level Content Expectations and High School Content Expectations.

PROFICIENCY LEVEL RATINGS

A = AWARENESS: Possesses general knowledge
B = BASIC UNDERSTANDING: Ability to understand and apply
C = COMPREHENSIVE UNDERSTANDING: High level of understanding, applying, and reflecting
*** = THESE STANDARDS DO NOT HAVE LEVELS OF PROFICIENCY:** Programs either meet, or do not meet these standards.

No.	Guideline / Standard	Level of Proficiency
1.0	**Content knowledge, processes, and skills** The candidate will demonstrate comprehensive knowledge, understanding, evaluative skills, critical inquiry and ability to teach the political science content, processes and skills as inclusive of those in Michigan's K-12 Curriculum Framework and Benchmarks, Grade Level Content Expectations (GLCE) and the High School Content Expectations (HSCE) in accordance to the Universal Education Vision and Principles, and the State Board of Education (SBE) Educational Technology Standards and Expectations. **The candidate is able to:**	
1.1	Analyze and explain the conceptual foundations of civic and political life across various political systems inclusive of those in the United States.	**C**
1.2	Analyze and describe the origins of constitutional government in the United States including colonial governmental practices, republicanism, and liberalism in seventeenth and eighteenth century European thought.	**C**

No.	Guideline / Standard	Level of Proficiency
1.3	Analyze and explain the structure, function, and consequences of multiple forms of government inclusive of liberal democratic state, semi-democratic state, authoritarian, and totalitarian regimes.	**C**
1.4	Analyze and explain the structure and functions of government in the United States including the structure and functioning of national, state and local governments, government powers and limits on powers.	**C**
1.5	Explain the United States foreign policy, the United States role in world affairs, and the basic dynamics and organizations of global politics.	**C**
1.6	Identify and explain foundational principles in the Mayflower Compact, Articles of Confederation, Declaration of Independence, and the Constitution.	**C**
1.7	Describe and explain the foundational values and principles of democratic citizenship, including the knowledge, civic skills, and dispositions (e.g. trust, tolerance) that have been important to political participation historically and in contemporary public life.	**C**
1.8	Analyze and explain the use, interpretation, enforcement, and impact of law in United States government, and how individuals and groups can use the political process to change the law and influence government.	**C**
1.9	Analyze and explain the meaning, rights, responsibilities, and dispositions of citizenship in the United States, inclusive of civic inquiry and public discourse.	**C**
1.10	Describe and explain the various stages of creating public policy and the various positions that impact the implementation of public policy.	**C**
1.11	Describe examples of conflict and cooperation between the Unites States and other governments.	**C**

No.	Guideline / Standard	Level of Proficiency
2.0	**Interdisciplinary Connections** Candidates are required to demonstrate knowledge of the principles, concepts, and skills in each of the four core disciplines (history, geography, political science, and economics) of Social Studies GLCE and HSCE. Candidates will demonstrate their understanding of the interdisciplinary and integrative nature of social studies. **The candidate is able to:**	
2.1	Describe basic content and concepts from history, geography, and economics.	
2.1.1	Sequence chronologically major eras within the United States and world history, and identify key events within those eras in order to examine relationships and explain cause and effect.	**B**
2.1.2	Describe and explain how government has evolved in various eras of world and United States history.	**B**
2.1.3	Describe and explain interrelated relationships between the environment and societies including how humans have used natural resources and adapted to different environments and, in turn, how human societies have changed physical systems over time and evaluate and estimate the impact on the future.	**B**
2.1.4	Describe and explain world environmental processes and describe the patterns they create, including climate, landforms, and ecosystems.	**B**
2.1.5	Describe and explain major world demographic, political, economic, and cultural regions.	**B**
2.1.6	Describe and explain the role of government as it relates to the various regions throughout the world.	**B**

No.	Guideline / Standard	Level of Proficiency
2.1.7	Explain, analyze and interpret the six core economic principles: • People choose • All choices involve cost • People respond to incentives in predictable ways • Voluntary trade creates wealth • Economic systems influence individual choice and incentives • All choices have consequences that lie in the future	**B**
2.1.8	Describe and explain the similarities and differences among major economic systems.	**B**
2.1.9	Describe and explain the impact of government on local, national, and global trade as well as the various types of economic systems.	**B**
2.2	Use an interdisciplinary approach to explaining the causes, consequences, and context of major issues and events.	**B**
3.0	**Application of Social Science Perspectives** Candidates will demonstrate the ability to apply the social studies procedures and skills outlined in the Social Studies GLCE and HSCE: reading and communication, inquiry, research and analysis, public discourse and decision making, and citizen involvement. **The candidate is able to:**	
3.1	Acquire and organize information from a variety of sources, and use a variety of electronic technologies to assist in assessing and managing information.	**C**
3.2	Critically read, interpret, and clearly communicate both orally and in writing the meaning and significance of information in the social sciences including maps, charts, graphs, and timelines.	**C**
3.3	Conduct investigations by formulating a clear statement of questions; gathering, organizing, and evaluating information from a variety of sources; analyzing and interpreting information; and reporting results both orally and in writing.	**C**

No.	Guideline / Standard	Level of Proficiency
3.4	Engage in reasoned and informed decision-making, state issues clearly as questions of public policy, trace the origins of the issues, analyze various perspectives people bring to the issue, and evaluate possible ways to resolve the issue.	**C**
3.5	Identify and explain core democratic values inclusive of the public or common good, individual rights, major constitutional principles, and additional beliefs such as justice for all, equal opportunity, respect and appreciation for diversity, and patriotism.	**C**
3.6	Engage in constructive conversation about matters of public concern by clarifying issues, considering opposing views, applying democratic values, anticipating consequences, and working toward making decisions.	**C**
3.7	Compose coherent written essays that express positions on public issues and justify the positions with reasoned arguments supported by evidence.	**C**
3.8	Demonstrate an understanding of how an individual's actions affect other people, how one acts in accordance with the rule of law, and how one acts in a virtuous and ethically responsible way as a member of society.	**C**
3.9	Demonstrate and communicate information using a variety of traditional and digital means.	**C**
4.0	**Instruction** The candidate will demonstrate the ability to design, present, and assess government and civics instruction for diverse learners in accordance to Universal Education Vision and Principles and utilize innovative technology in accordance to SBE Educational Technology Standards and Expectations. **The candidate is able to:**	
4.1	Implement the Social Studies GLCE and HSCE in curricular planning and instruction.	**C**
4.2	Apply various teaching methods, organize curriculum, and manage resources and instructional materials appropriate to social studies.	**C**

No.	Guideline / Standard	Level of Proficiency
4.3	Demonstrate knowledge of and ability to construct learning environments inclusive of collaborative teaching methods that engage students with different learning styles, diverse needs, varying cultural backgrounds, and special needs as outlined by the Universal Education Vision and Principles.	**C**
4.4	Demonstrate knowledge of appropriate technology, especially content-specific technology, to engage all learners inclusive of assistive and adaptive technology.	**C**
4.5	Design and implement instructional strategies that promote higher order thinking, deep knowledge, substantive conversations, the enhancement of intercultural competence, and connections to the world beyond the classroom.	**C**
4.6	Design and implement instructional strategies and resources to develop government and civics knowledge, processes, and skills set forth in the Social Studies GLCE and HSCE.	**C**
4.7	Successfully complete early and ongoing structured field experiences, prior to and including student teaching, in diverse learning environments.	*****
4.8	Design, implement, reflect, and evaluate a service learning project that enhances the understanding of the importance of civic engagement.	**C**
5.0	**Assessment** The candidate will demonstrate knowledge of and ability to utilize various levels of formal and informal assessment strategies and ability to ensure continuous intellectual, social, and physical development of learners. **The candidate is able to:**	
5.1	Demonstrate knowledge of and ability to implement a variety of formative and summative assessment strategies appropriate to social studies.	**C**
5.2	Demonstrate the ability to use formative and summative assessment data to improve instruction, student learning, and curriculum planning.	**C**

No.	Guideline / Standard	Level of Proficiency
5.3	Demonstrate the ability to interpret assessment results and communicate assessment data to students, parent(s)/guardian(s), and other school personnel.	**C**
5.4	Demonstrate knowledge of appropriate assessment tools, and implementation strategies with appropriate accommodations that align with state expectations, as exhibited through state assessment and policy documents.	**C**
5.5	Demonstrate knowledge of a variety of assessment tools allowing students to evaluate their own academic progress and set goals.	**C**
6.0	**Professionalism** Teacher preparation institutions provide candidates with opportunities to develop the dispositions and characteristics of a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community), and who actively seeks out opportunities to grow professionally including continued enhancement of technology related knowledge and skills. **The candidate is able to:**	
6.1	Demonstrate knowledge of current research and best practice in political science, government, and civics education.	**B**
6.2	Demonstrate knowledge of current curricular requirements, issues, and trends in the political science at the state and national level.	**B**
6.3	Demonstrate knowledge of professional organizations and resources to support and improve teaching and to encourage professional development in political science, government, and civics education.	**B**
6.4	Demonstrate appropriate communication and collaboration skills to interact with school colleagues, parent(s)/guardian(s), and others in the larger community to support student learning and growth (i.e. Individual Education Plan).	**C**

No.	Guideline / Standard	Level of Proficiency
7.0	**Technology** Teacher preparation institutions provide candidates with the opportunities to develop and demonstrate application of the technology competencies of the Professional Standards for Michigan Teachers and prepare candidates to assist students to meet the SBE Educational Technology Standards and Expectations for the appropriate grade level in social studies. **The candidate is able to:**	
7.1	Identify, evaluate, and apply current technology in social science that include using appropriate technology tools for research, data acquisition and analysis, communications, and presentation.	**C**
7.2	Identify and apply a wide array of content specific, adaptive, and assistive technological resources and evaluate for accuracy and effectiveness in the classroom.	**B**
7.3	Demonstrate and support the ethical and responsible use of technology.	**B**
	Use technology to:	
7.4	Develop higher order skills such as critical thinking, problem solving, self-directed, and collaborative learning.	**C**
7.5	Address diverse student needs and learning styles including utilizing assistive and adaptive technologies.	**C**
7.6	Develop social studies knowledge, processes, and skills set forth in the Social Studies GLCE and HSCE.	**B**
7.7	Facilitate effective formative and summative assessment strategies.	**B**
7.8	Create and evaluate content-specific online learning experiences to enhance student learning in content.	**C**

Attachment 2

Referent Committee

Name	Institution/Organization
Anne White O'Hare *	Marygrove College
Ayman Reda	Grand Valley State University
Bonnie Rockafellow *	Michigan Department of Education
Brad Stamm *	Cornerstone College
David Hales *	Central Michigan University
Elias Khalil	Farmington Public Schools
Gabe Logan	Northern Michigan University
Jeff Fredrickson	Forest Hills Public Schools
Joyce Baugh	Central Michigan University
Karen Todorov	Michigan Department of Education
Kevin DenDulk	Grand Valley State University
Laura Baskins	Bloomfield Hills Schools
Linda VanDeWegh	Ithaca Public Schools
Mary Weaver	Saginaw Public Schools
Mike Libbee *	Central Michigan University
Paul Cornish	Grand Valley State University
Richard Cooley	Grand Valley State University
Ruth Ann Watry	Northern Michigan University
Sean O'Neills	Grand Valley State University
Sonia Dalmia	Grand Valley State University
Thomas Bell *	Michigan Department of Education
Thomas Hammond	Michigan State University
Thomas Smith	Baker College
Timothy Hall	Central Michigan University

* Indicates Executive Committee Members

Review and Comment requested from:

Name	Institution/Organization
David Hecker	American Federation of Teachers - Michigan
Edward O.Blews, Jr.	Association of Independent Colleges and Universities in Michigan
Richard Halsey	Association of Independent Michigan Schools
David Cohen	Consortium for Policy Research in Education – U of M
Donna Fiebelkorn	Directors and Representatives of Teacher Education Programs
Lawrence W. Reed	Mackinac Center for Public Policy
Olga Moir	Michigan Association for Supervision and Curriculum Development
Stephen Barbus	Michigan Association of Colleges for Teacher Education
Katie Wolf	Michigan Association of Community and Adult Education
William Mayes	Michigan Association of Intermediate School Administrators
Alecia Powell	Michigan Association of Middle School Educators
Brian Broderick	Michigan Association of Nonpublic Schools
Dan Quisenberry	Michigan Association of Public School Academies
William Mayes	Michigan Association of School Administrators
Justin King	Michigan Association of School Boards
Jim Ballard	Michigan Association of Secondary School Principals
Tim Larrabee	Michigan Association of Teacher Educators
Shug Brandell	Michigan Coalition of Essential Schools
Sandra York	Michigan Congress of Parents, Teachers and Students
Linda Start	Michigan Council for Civic Education
David Dieterle	Michigan Council for History Education
J. Kelli Sweet	Michigan Council for the Social Studies
Lu Battaglieri	Michigan Education Association
Robert Howe, Jr.	Michigan Elementary & Middle School Principals Association
Sandra York	Michigan Parent Teacher Student Association

Deane DuPree	Michigan Parents as Teachers
William LeTarte	Michigan Small and Rural Schools Association
Raymond S. Telman	Middle Cities Education Association
Robert Duvall	National Council for Economic Education
Joe Stoltman	National Council for Geography Education
Cynthia Stout	National Council for History Education
Susan Griffin	National Council for Social Studies
Jean Shane	Network of Michigan Educators
Michael Bugenski	North Central Association
Diann Woodard	Organization of School Administrators and Supervisors
Michael A. Boulus	President's Council - State Universities of Michigan
Ann Omans	Special Education Advisory Committee
Eileen Weiser	Professional Standards Commission for Teachers
Mark Dobias	Allegan Area ESA
Brian Wilmot	A-M-A ESD
Jeffrey Jennette	Barry ISD
Michael Dewey	Bay-Arenac ISD
Jeffrey Siegel	Berrien ISD
Michael Beckwith	Branch ISD
Terance Lunger	Calhoun ISD
John Ostrowski	Lewis Cass ISD
Mark Eckhardt	Charlevoix-Emmet
Mary Vratanina	C.O.P. ESD
Peter Everson	Eastern UP ISD
Sheryl Presler	Clare-Gladwin RESD
John Hagel	Clinton RESA
Michael Koster	Delta-Schoolcraft ISD
Johanna Ostwald	Dickinson-Iron ISD
Albert Widner	Eaton ISD

Thomas Svitkovich	Genesee ISD
Bruce Mayle	Gogebic-Ontonagon ISD
Michael Hill	Traverse Bay ISD
Jan Amsterburg	Gratiot-Isabella RESD
Robert Henthorne	Hillsdale ISD
Dennis Harbour	Copper Country ISD
Robert Colby	Huron ISD
Stan Kogut	Ingham ISD
Robert Kjolhede	Ionia ISD
Thomas Caldwell	Iosco RESA
John Graves	Jackson ISD
Ronald Fuller	Kalamazoo RESA
Kevin Konarska	Kent ISD
Joseph Keena	Lapeer ISD
Stephen Krusich	Lenawee ISD
Scott Menzel	Livingston ESA
Michael DeVault	Macomb ISD
Charlene Myers	Manistee ISD
Steven Peffers	Marquette-Alger RESA
Jeanne Oakes	Mason-Lake ISD
Curtis Finch, Jr.	Mecosta-Osceola ISD
Lawrence Godwin	Menominee ISD
Clark Volz	Midland County ESA
Donald Spencer	Monroe ISD
Scott Koenigsknecht	Montcalm ISD
Susan Meston	Muskegon ISD
Lori Tubbergen Clark	Newaygo County RESA
Vickie Markavitch	Oakland ISD
Larry Lloyd	Oceana ISD

Karen McPhee	Ottawa ISD
Robert Jones	COOR ISD
Richard Syrek	Saginaw ISD
Dan DeGrow	St. Clair ISD
Barbara Marshall	St. Joseph ISD
Timothy Edwards	Sanilac ISD
John Hagel	Shiawassee RESD
Carol Socha	Tuscola ISD
Jeffrey Mills	Van Buren ISD
William Miller	Washtenaw ISD
Christopher Wigent	Wayne RESA
Scott Crosby	Wexford-Missaukee ISD
Timothy Johnston	Hastings High School
Robin Hadrick	Oak Manor Sixth Grade Center
Paul Hartsig	Union High School
Roberta Glaser	East Essex School
Sherry Anderson	Stewart School
Jerry Kramer	Lake Fenton High School
Dennis Deeg	Jonesville Alternative H.S.
Linda Angel-Weinberg	Dwight Rich Middle School
Robin Andress	Hale Area Middle School
Chuck Tansey	Edison Environmental Science Academy
Robert Evans	Burton Middle School
Michelle Carter	Grandville Central Elementary School
Jim Chludzinski	Holy Cross Children's Services (Boysville)
Marge Stoi	Bozymowski Center
Lou Ann Fanning	Atwood Elementary School
Heather Shubnell	Fillmore Elementary School
Jeff Pennex	Woodcrest Elementary School

Allen Cumings	MacNaughton School
Troy Lindley	Newaygo Middle School
John Lawrence	Novi High School
Janet Stack-Miller	Karl Richter Campus
Beth Timlin	Glengary Elementary School
Jeri Start	Harbor Lights Middle School
Barbara Cicinelli	Mackinaw Academy
Teresa Belote	Wenzel School
Martin Blackmer	Mayville Elementary School
Jami Bronson	Mill Creek Middle School
Sharon Mills-Sanford	Young, Coleman A. Elementary
Pamela Askew	Bethune Academy
Bernard Falahee	Raupp School
Laura Beckman	Jefferson-Barns Elem. School
Glenn Perry	Shelters Elementary School
Kim Raginia	Sharon J. Hardy Elementary School
Mary Murphy	Isabella Day Treatment
Cynthia Dowe	Horizon Alternative Education
Daisy Nieman	Munising SDA Elementary School
Julian Petzold	Trinity Lutheran School
Janet Troppman	St. Elizabeth Ann Seton M.S.
Tricia McGovern	Faith Community Christian School
James Bazen	Plymouth Christian High School
Ivan Beethe	Trinity Lutheran School
Christine Lee	St. Lawrence School
Karen Gotshall	Cedar Lake SDA Elementary School
Greg Pilarski	St. Dennis School
B Stein	Oholei Yosef Yitzchak Lubavi
Laura Kos	Rose Park Christian School

Helen Caspar	St. Edward on the Lake School
Dina Shtull-Leber	Hebrew Day School of Ann Arbor
Dwight Wilson	Friends School in Detroit
Juanita Martin	Peterson-Warren Academy
Bonnie McDonald	Learning Circle Academy
Susan Rowe	Detroit Cristo Rey High School

Glossary

Demand	A schedule of how much buyers are willing and able to buy at different prices in a given time period. The amount people are willing to buy is also influenced by non-price determinants.
Elasticity	A measure of the responsiveness of one variable to changes in another. Economists have identified four main types.
Equilibrium	When supply and demand are in balance. At the equilibrium price, the quantity that buyers are willing to buy exactly matches the quantity that sellers are willing to sell.
Free Market Economy	Productive resources are owned and controlled by individuals and business firms. Decisions how resources are to be used are made by buyers and sellers in markets. The United States is primarily but not a pure market economy.
Geographic Information System	Integrates hardware, software, and data for capturing, managing, analyzing, and displaying all forms of geographically referenced information.
Global Positioning System	A global navigation satellite system developed by the United States Department of Defense. A Global Positioning System allows for users to determine current position, time and velocity.
International Monetary Fund (IMF)	The International Monetary Fund, referee, and when the need arises, rescuer of the world's financial system. The IMF was set up in 1944 at Bretton Woods, along with the World Bank, to supervise the newly established fixed exchange rate system. After this fell apart in 1971–73, the IMF became more involved with its member countries' economic policies, doling out advice on fiscal policy and monetary policy as well as microeconomic changes such as privatization, of which it became a forceful advocate.
Opportunity Cost	The most valuable alternative not chosen when making a decision.
PSCT	Professional Standards Commission for Teachers
PSMT	Professional Standards for Michigan Teachers
SBE	State Board of Education

Transitions	Movement across time, space and activities. Transitions may create inconsistencies and disruptions in continuity of experience which can interfere with feelings of security and learning.
Universal Education Vision and Principles	The Universal Education Vision and Principles reflect the beliefs that each person deserves and needs a positive, concerned, accepting educational community that values diversity and provides a comprehensive system of individual supports from birth to adulthood (SBE, September 12, 2006).
World Trade Organization	The World Trade Organization is the governing body of international trade, setting and enforcing the rules of trade and punishing offenders. Established during the Uruguay round of talks under the General Agreement On Tariffs and Trade, it opened for business in 1995 with a membership of 132 countries, rising to 146 by 2003.