

Standards for the Preparation of Teachers of

Social Studies (RX) Elementary



Michigan State Board of Education

Approved

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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 4 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 5 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

Program Requirements

- 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

Upon completion of an approved teacher preparation program in Michigan in the endorsement area, a person recommended for the Michigan Standard certificate must meet the following proficiency level for each standard.

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

These proficiency levels for each standard are indicated at the end of each standard in parenthesis.

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: (C)

- 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

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: (B)

- 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

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: (C)

- 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

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: (C)

- 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

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: (B)

- 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

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

1.2.1 Describe and explain the world in spatial terms: (C)

- 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

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: (C)

- 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

1.2.4 Describe and analyze geography in world history including: (C)

- 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

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 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: (B)

- culture, population demographics, and settlement
- cooperation and conflict
- economic development and interdependence

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: (C)

- population
- resources
- patterns of global interaction
- conflict and cooperation
- security

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

1.3.1 Analyze and explain the six core economic principles: (C)

- 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

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)

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)

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)

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)

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)

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)

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)

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 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:

- 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.
- 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)