



**Standards for the Preparation of
Middle Grades (5-9) and High School (7-12)
Social Studies Teachers**

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Introduction

Since 2015, the Michigan Department of Education (MDE), in collaboration with Michigan's stakeholders, has been working to revise Michigan's teacher certification structure and improve the preparation of the educator workforce in Michigan. This is in direct alignment with Michigan's Top 10 Strategic Education Plan.

This collaboration has led to the design of a structure that places students at the heart of the system. A key goal of this structure is deeper preparation of teachers to meet the unique learning, developmental, and social-emotional needs of children at each grade level. This structure includes focused grade bands to provide new teachers with specialized knowledge about the students and content they will teach and defined clinical experiences and foundational coursework for each grade band.

The purpose of the Standards for the Preparation of Middle Grades (5-9) and High School (7-12) Social Studies Teachers is to establish a shared vision for the core knowledge, skills, and dispositions that well-prepared beginning social studies teachers of middle level and high school students in Michigan should possess and demonstrate in their teaching. The standards reflect a vision of a well-prepared beginning teacher who is prepared to enact high-quality social studies instruction; address the needs of the whole child; use relevant, research-based criteria to establish a supportive, engaging environment that fosters learning; and use practices that meet the individual adolescent's needs. These standards are intended to support the preparation of classroom educators who will have a deeper understanding of social studies content for teaching, enact best instructional practices, and be ethically guided and prepared to address the state standards for student social studies learning.

Building on the work of the certification restructuring and the revision and adoption of teacher preparation standards for the Lower Elementary (PK-3) and Upper Elementary (3-6) grade bands, as well as English Language Arts, Mathematics, and Professional Knowledge and Skills for the Middle Grades (5-9) and High School (7-12) grade bands, a stakeholder committee was convened to develop preparation standards in social studies for the 5-9 and 7-12 grade bands. This group, representing PK-12 social studies teachers, social studies curriculum and instruction experts, college and university teacher educators, and college and university social studies educators began meeting to revise Michigan's teacher preparation standards in social studies, which included standards for social studies, economics, geography, history, and political science. Stakeholders included experts in adolescent learning and development and professional teacher preparation, and social studies instruction and content, including the above-named sub-disciplines of social studies.

The social studies stakeholder committee began its work by reviewing Michigan's former Teacher Preparation Standards for Teachers of [Social Studies - Secondary \(RX\)](#), adopted by the State Board of Education (SBE) in 2009, to determine whether they provided adequate guidance to prepare teachers to support students in the 5-9 and 7-12 grade bands in achieving the Michigan K-12 Social Studies Standards. The committee considered whether to reaffirm existing Michigan teacher preparation

standards, compose new standards, or adopt a national set of standards as Michigan's standards. They unanimously recommended that new social studies preparation standards be composed for two reasons: 1) to integrate [The College, Career, and Civic Life \(C3\) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History](#), and 2) to align with both the National Council for Teacher of Social Studies' (NCSS) Teacher Preparation Standards and Michigan's K-12 Social Studies Standards. The following were used as source material and guidance:

- [National Council for Teacher of Social Studies' \(NCSS\) Teacher Preparation Standards](#)
- [MDE Core Teaching Practices](#)
- [MDE Clinical Experiences Requirements](#)
- [Upper Elementary \(Grades 3-6\) Teacher Preparation Standards for Social studies](#)
- [Michigan K-12 Social studies Standards](#)
- [MDE Equity and Family Engagement: Family Engagement Principles](#)
- [MDE Focus on Whole Child](#)
- [Michigan's Top 10 Strategic Education Plan](#)

Stakeholder groups representing PK-12 social studies teachers, social studies curriculum and instruction experts, college and university teacher educators, and college and university social studies educators met to revise Michigan's teacher preparation standards in the aforementioned social studies discipline areas. Stakeholders included experts in adolescent learning and development, professional teacher preparation, and social studies instruction and content across the social studies discipline areas. These groups met consistently from October 2020 through May 2022 to develop new sets of preparation standards in social studies for the middle grades (5-9) and high school (7-12) grade bands.

Additionally, feedback was provided throughout the process from stakeholders representing the Michigan Council for the Social Studies, Michigan Council for History Education, Michigan Geographic Alliance, Michigan Center for Civic Education, Michigan Social Studies Supervisors Association, the InterFaith Religious Council of Metropolitan Detroit, and the Confederation of Michigan Tribal Education Directors. Additional feedback was solicited from selected stakeholders representing PK-12 schools and districts, intermediate school districts, college and university teacher education programs, the education research community, and teacher and administrator professional organizations. All feedback was reviewed by the original stakeholder groups for refinement of the draft standards.

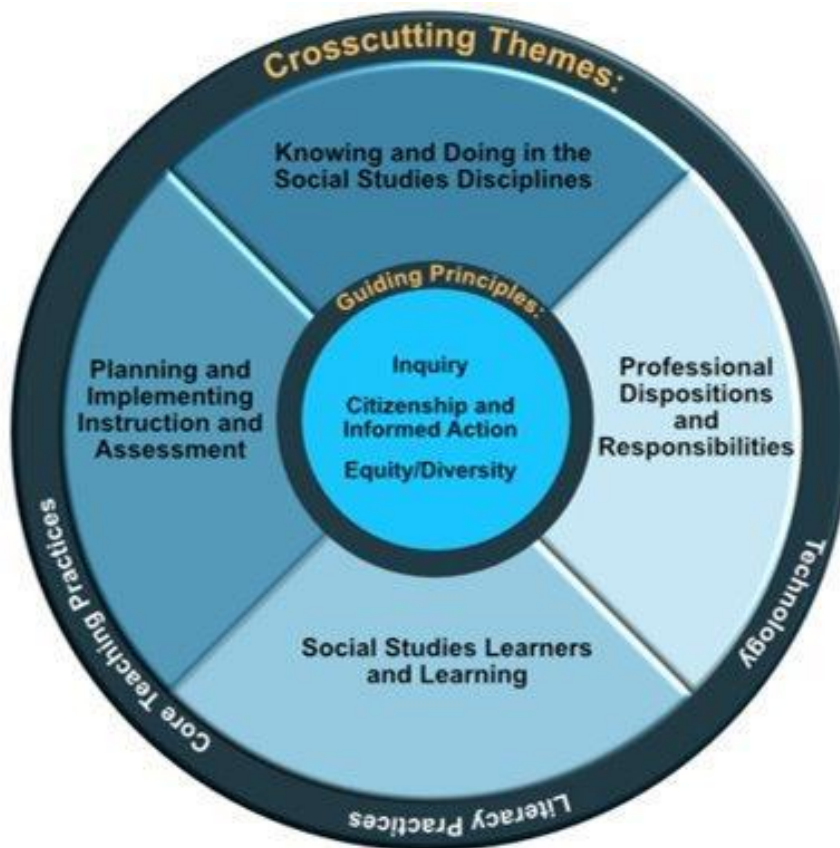
Public Comment

These standards were presented to the State Board of Education on February 14, 2023, followed by a period of public comment through March 16, 2023. This public comment was solicited through an online survey. A total of 90 individuals (school administrators, teachers, educator preparation faculty, parents, citizens, and educational organization members) participated in the public comment survey. All

public comment feedback was reviewed by the original stakeholder committee, which made slight adjustments to the proposed standards.

Standards Framework

The committee developed the following framework to guide the revision of the standards:



Inquiry, citizenship and informed action, and equity/diversity are at the hub of this set of standards, which indicates the prominence of these foundational concepts throughout the standards. The wedges of the wheel indicate the four main areas or domains of the standards. Around the rim and integrated throughout the standards, the committee worked to ensure that Core Teaching Practices, disciplinary literacy practices, and technology were woven across the standards.

Because these standards are practice-based performance outcomes, each section of the standards contains three sentence stems that inform each standard statement. These indicate that well-prepared beginning teachers “value,” “understand,” and “can do” the various aspects of each section. These statements build on one another to give a complete picture of the performances required.

Resulting Shifts

These new standards represent several shifts from the former social studies teacher preparation standards:

1. Practice-Based: The standards are written as performance objectives meaning they are Practice-Based. They integrate both the Social Studies Arc of Inquiry Practices and Core Teaching Practices to develop teacher candidate skill levels.
2. Equity, diversity, and whole-child focused: They also infuse equity, culturally responsive practices, and whole child principles throughout.
3. All aspects of preparation: These standards encompass three critical aspects for preparing well-started beginning teachers including, knowledge (including content, pedagogy, and of students), skills (including disciplinary inquiry skills and core teaching practices), and dispositions needed to form students into informed active citizens of society.
4. Focused Content Knowledge: The specialized content knowledge for teaching is directly aligned to Michigan K-12 Social Studies Standards.

Structure of the Endorsements

The stakeholders recommended that all teacher candidates pursuing certification with an endorsement to teach social studies earn a broad Social Studies endorsement as their baseline credential. Candidates then have the option, either as part of initial preparation or as an additional endorsement, to stack an endorsement in a specialized social studies discipline onto the broad endorsement. As a result of this endorsement structure, these standards were intentionally developed in such a way that the broad Social Studies endorsement contains all of the necessary knowledge and skills that well-prepared beginning middle grade or high school social studies teachers need to teach coursework addressing Michigan K-12 Social Studies Standards for the respective grade band. The standards for specialized endorsements and guidelines for optional advanced preparation were intentionally developed to ensure candidates have a extra depth of preparation in at least one sub-discipline area of social studies. The standards committee strongly recommend this depth of preparation for all candidates in at least one sub-discipline area. The new standards encompass the following areas:

Table 1: Social Studies Endorsement Structure

	Middle Grades (5-9)	High School (7-12)
ALL Social Studies Teachers will earn one of these.	Middle Grades Social Studies Endorsement	High School Social Studies Endorsement
<i>Optional Disciplinary Endorsements may be added.</i>	<ul style="list-style-type: none"> • Civics • Economics • Geography • History 	<ul style="list-style-type: none"> • Civics • Economics • Geography • History
<i>Complementary Discipline Areas for Advanced Preparation (non-endorsed)</i>	<ul style="list-style-type: none"> • Anthropology • Religious Studies • Sociology 	<ul style="list-style-type: none"> • Anthropology • Religious Studies • Sociology

Teacher candidates earning or possessing a middle grades social studies (5-9) endorsement, or a high school social studies (7-12) endorsement may add civics, economics, geography, or history endorsement. These standards also include guidelines for educator preparation providers that may wish to offer complementary programs of study in other social studies discipline areas that do not result in endorsements. These are anthropology, religious studies, and sociology.

Placement Considerations

A teacher with a middle grades social studies endorsement will be well prepared to teach courses targeting grades 5 and middle school level Michigan Social studies Standards. Additional disciplinary endorsements or advanced preparation indicate a candidate is especially well prepared to teach courses in the corresponding areas. A middle grade social studies teacher can also teach social studies to 9th grade students.

A teacher with a high school social studies endorsement will be well-prepared to teach all social studies courses targeting high school level Michigan social studies standards. Additional disciplinary endorsements or advanced preparation indicate a candidate is especially well prepared to teach courses in the corresponding areas and would be well-suited to teach advanced coursework in these areas. A high school social studies teacher can also teach social studies to 7-8th grade students.

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MIDDLE GRADES AND HIGH SCHOOL SOCIAL STUDIES STANDARDS

A. PROFESSIONAL DISPOSITIONS AND RESPONSIBILITIES

A.1. Practicing Continuous Improvement

Well-prepared beginning teachers of social studies use theory, research, and reflection on their own practice to continually improve their social studies knowledge, instructional practices, inquiry skills, civic dispositions, and knowledge of their community to promote the common good.

Well-prepared beginning teachers of social studies:

Value...

- a. Professional and disciplinary curiosity and the emerging theories, research, methods, and perspectives of the field.
- b. The process of self-reflection and analysis of one's own practice as a means of continual personal and professional growth.

Are knowledgeable of...

- c. The resources, tools, and strategies necessary for continuous improvement, which may include professional organizations, governmental (tribal, local, state, federal) organizations, community partners, and cultural institutions that exemplify social studies.
- d. The changing points of agreement and disagreement of experts regarding their interpretations of social studies questions and practices, including but not limited to:
 - i. News media and source bias on current and historical events.
 - ii. Democratic processes, with a specific focus on central and current issues and civic engagement within cultural, professional, and community groups as well as tribal, local, state, and federal governments.
 - iii. Economic processes, with a specific focus on core and current arguments of government (tribal, local, state, federal) intervention in business and the free market.
 - iv. The impact of an increasingly interconnected world and the effects on local communities.
- e. Tools and technology used in the fields of the social studies disciplines.
- f. Metacognitive processes and reflection techniques.

Are able to...

- g. Regularly reflect upon their own practice and content knowledge to identify areas of need/growth.
- h. Seek out and evaluate current educational research to reflect on and improve their own practice and content knowledge.
- i. Participate in professional learning networks to build relationships that allow them to reflect on and improve their own practice and content knowledge.
- j. Coordinate and adjust instruction during a lesson based on observed

- or collected data.
- k. Design and assess instruction that provides access to knowledge, skills, processes, and practices across the range of learners.

A.2. Exploring Cultural Frames and Diverse Perspectives

Well-prepared beginning teachers of social studies question and reflect upon their own cultural frames and those of others to explore the causes and potential solutions of current societal concerns and to provide equitable education for all social studies learners.

Well-prepared beginning teachers of social studies:

Value...

- a. Inclusion of multiple cultural frames.
- b. Diverse perspectives and local knowledge as an asset to instruction and the classroom.

Are knowledgeable of...

- c. Themselves, including their cultural frames, identities, interests, strengths, and areas for growth and how they may be different from others.
- d. The frames used by different groups to view issues of equity, diversity, access, power, human rights, and social justice within their profession, schools, and/or communities.
- e. The unique challenges of historically marginalized groups.

Are able to...

- f. Question and reflect upon the impact of the accessibility to economic, educational, and political institutions on different groups, and account for this in their professional choices.
- g. Seek out and utilize resources to provide a historical, economic, geographic, and political context that is inclusive of historically marginalized groups.
- h. Learn about students' cultural, religious, family, intellectual, and personal experiences, and resources for use in social studies instruction.

A.3. Taking Informed Action

Well-prepared beginning teachers of social studies should develop culturally responsive dispositions and the skills necessary for taking informed action on behalf of individual learners, classrooms of learners, schools, tribal nation governments, community organizations, communities, the teaching profession, and/or the social studies disciplines.

Well-prepared beginning teachers of social studies:

Value...

- a. The ideals of democracy.
- b. The principles of the United States Constitution.
- c. The importance of individual citizens taking informed action as part of

the democratic process to promote the common good.

Are knowledgeable of...

- d. The origins of the United States governmental system, including the Indigenous roots of democracy.
- e. The dispositions, skills, and means necessary to take informed action as part of the democratic process and in the school setting.
- f. The influences of their own perspective on the application of skills related to taking informed action.
- g. How issues of power and privilege affect systems of democracy and can benefit and/or exclude different groups.
- h. The ways informed action can be used to amplify marginalized voices and address injustices.

Are able to...

- i. Discern the needs of individuals, groups, and communities using theory, research, active listening, and personal reflection.
- j. Apply a wide range of deliberative and democratic strategies to guide informed action in schools and/or communities and to support learners to achieve these complex learning goals.
- k. Establish democratic norms in the classroom (examples include, but are not limited to, eliciting and centering students' voices, exploring multiple perspectives on issues).

B. SOCIAL STUDIES LEARNERS AND LEARNING

B.1. Understanding Social Studies Learners

Well-prepared beginning teachers of social studies use knowledge of learners' backgrounds; personal, cultural, and linguistic identities; and their learning needs, assets, and development opportunities to create and sustain equitable learning opportunities in order to nurture students as civic-minded and engaged individuals.

Well-prepared beginning teachers of social studies:

Value...

- a. Multiple perspectives, identities, and experiences as part of a rich learning environment.
- b. The potential for all people to participate in civic action to promote the common good.

Are knowledgeable of...

- c. Ways to learn about, understand, and continuously acknowledge students' cultural, religious, family, intellectual, and personal experiences, and resources for use in social studies instruction.
- d. Relationship development strategies that account for and acknowledge individual socio-cultural backgrounds, identities, needs, and assets of all learners.

Are able to...

- e. Build respectful relationships with learners that leverage learners'

- diversity as resources for teaching and learning.
- f. Elicit student thinking and understanding and use that knowledge in creating and sustaining equitable learning opportunities.

B.2. Creating an Inclusive Learning Environment

Well-prepared beginning teachers of social studies facilitate a collaborative, interdisciplinary, and inclusive learning environment.

Well-prepared beginning teachers of social studies:

Value...

- a. An inclusive learning environment where all students are encouraged to contribute their unique perspectives and experiences.
- b. A collaborative learning environment where students work together on interdisciplinary inquiry preparing them for civic engagement.

Are knowledgeable of...

- c. The use of multiple perspectives, sources, abilities, and student voices as a foundation of the inclusive social studies classroom.
- d. The perspectives present in the classroom and practices that ensure a wide range of differing perspectives are represented equitably.
- e. The resources available from tribal, local, state, and federal governments and their agencies and when to seek consultation.

Are able to...

- f. Use culturally relevant and responsive pedagogy to build a safe, inclusive classroom community to support the ideals of democracy and principles of the United States Constitution.
- g. Elicit the multiple perspectives present in the classroom and ensure that a wide range of differing perspectives are represented equitably.
- h. Plan and implement instruction that ensures equitable learning opportunities within social studies by utilizing available resources including those available from government (tribal, local, state, federal) and community organizations.
- i. Organize and manage student collaboration around social studies content, including small groups, group discussions, and student-led learning environments, to prepare for civic engagement.

B.3. Preparing Learners to be Informed Participants

Well-prepared beginning teachers of social studies engage learners in democratic deliberation around ethical dilemmas central to the study of social studies, communicate conclusions, and take informed action toward achieving a more inclusive and equitable society with civic participation.

Well-prepared beginning teachers of social studies:

Value...

- a. Engaging in democratic deliberation about ethical dilemmas to understand tensions and take informed action.

Are knowledgeable of...

- b. Pedagogical practices to help guide learners in informed, evidence-based reasoning about public and civic issues.
- c. The attributes of an inclusive learning environment for social studies learners.

Are able to...

- d. Elicit and interpret individual students' thinking on public and civic issues.
- e. Lead students in collaborative discourse, including group discussion and small group learning environments.
- f. Engage learners in ethical reasoning to deliberate public and civic issues, communicate conclusions, and take informed action as civic participants.
- g. Set long- and short-term learning goals for students to take informed action as civic participants.
- h. Diagnose particular common patterns of student thinking and development in a subject-matter domain of social studies.

C. PLANNING AND IMPLEMENTING INSTRUCTION AND ASSESSMENT

C.1. Planning for Instruction and Assessment

Well-prepared beginning teachers of social studies plan learning sequences and assessments that leverage social studies inquiry, disciplinary content and literacies, technology, theory, and research to support learners' mastery of the [Michigan K-12 Social Studies Standards](#).

Well-prepared beginning teachers of social studies:

Value...

- a. Planning as vital for successful instruction and assessment.
- b. The relevance of disciplinary content knowledge in planning and assessment for civic competence as it applies to learners' lives.
- c. Learners' diverse backgrounds, needs, and assets as central to the planning process.
- d. The importance of collaboration in planning for instruction and assessment.

Are knowledgeable of...

- e. Theory and research in planning learning sequences that engage learners with disciplinary content and inquiry.
- f. Disciplinary content for civic competence as it applies to learners' lives.
- g. Resources that can assist in the development of instructional planning and assessment, including governmental (tribal, local, state, federal) departments, community resources, and educational organizations.

Are able to...

- h. Plan learning sequences that incorporate disciplinary content and inquiry for civic competence as it applies to learners' backgrounds, needs, and assets.

- i. Prepare the necessary materials, structures, and questions to engage students in disciplinary discourse (including, but not limited to setting norms, activating prior knowledge).
- j. Collaborate with colleagues on planning for instruction and assessment.

C.2. Implementing Instruction

Well-prepared beginning teachers of social studies implement learning sequences that leverage social studies disciplinary content and literacies, theory, technology, and research to support learners' mastery of the [Michigan K-12 Social Studies Standards](#).

Well-prepared beginning teachers of social studies:

Value...

- a. Disciplinary content and learners' diverse backgrounds, needs, and assets as central to implementing instruction.
- b. Flexibility, reflection, and self-awareness as they implement instruction.
- c. The role of both the teacher and students in initiating and sustaining learner engagement in social studies.

Are knowledgeable of...

- d. Methods to engage individual learners with the disciplinary content and promote collaboration.
- e. Methods to adjust instruction based on the classroom situation and learner background, needs, assets, and current understanding.

Are able to...

- f. Use the [Michigan K-12 Social Studies Standards](#) to help learners draw relevant connections between disciplinary content and their lives.
- g. Implement and adjust learning sequences that engage learners in disciplinary content and inquiry.
- h. Effectively facilitate group discussion by choosing an engaging and relevant topic and incorporating perspectives from multiple learners.
- i. Elicit and utilize individual learner thinking and understanding of disciplinary content.

C.3. Inquiry-based Instruction in Social Studies

Well-prepared beginning teachers of social studies utilize [The College, Career, and Civic Life \(C3\) Framework for Social Studies Standards](#) to engage students in disciplinary and interdisciplinary inquiry as they develop the capacity to know, analyze, explain, and take action to address challenges in our social world.

Well-prepared beginning teachers of social studies:

Value...

- a. Inquiry as the foundation to disciplinary knowledge.
- b. Student investigation as central to social studies instruction.
- c. The capacity to know, analyze, explain, and argue about

interdisciplinary challenges in our social world as citizens.

Are knowledgeable of...

- d. [The College, Career, and Civic Life \(C3\) Framework for Social Studies Standards](#).

Are able to...

- e. Design instruction using the Arc of Inquiry in the C3 framework, which supports students to...
 - i. Develop questions and plan inquiries.
 - ii. Apply disciplinary concepts and tools.
 - iii. Evaluate sources and use evidence.
 - iv. Communicate conclusions and take informed action to promote the common good.

C.4. Assessing Student Learning

Well-prepared beginning teachers of social studies design and implement formative and summative assessments and adjust instruction informed by data to ensure the mastery of the [Michigan K-12 Social Studies Standards](#).

Well-prepared beginning teachers of social studies:

Value...

- a. Formative and summative assessments as methods to gauge learners' current understanding and knowledge of disciplinary content, tools, and literacies.
- b. Authentic and community-focused application of learning as a means of assessing social studies understanding and competence.

Are knowledgeable of...

- c. Various means to assess learners' mastery of disciplinary content, tools, and literacies.
- d. Methods to appropriately differentiate assessments to meet learners' backgrounds, needs, and assets.
- e. Authentic methods of assessment to measure learners' application of the dimensions of the C3 framework and the [Michigan K-12 Social Studies Standards](#).

Are able to...

- f. Design and implement a variety of standards-driven, aligned formative, and summative assessments.
- g. Interpret assessment data to diagnose patterns of student learning and development in disciplinary content, tools, and literacies.
- h. Demonstrate the ability to use and communicate formative and summative assessment data to improve planning, instruction, and learning.
- i. Design and implement authentic assessments in which students take informed action.

D. KNOWING AND DOING THE SOCIAL STUDIES DISCIPLINES

D.1. Ways of Knowing in the Disciplines

Well-prepared beginning teachers of the social studies disciplines value, understand, and are able to engage in the unique ways the disciplines make sense of social aspects of the world for pedagogical purposes.

Well-prepared beginning teachers of the social studies disciplines:

Value...

- a. Curiosity, questions, and inquiry as keys to disciplinary knowing and reflecting on enduring issues and concerns in our social world.
- b. Each social studies discipline as a unique way of thinking, organizing, analyzing, and verifying knowledge using specific methodology.
- c. The social studies disciplines as means of engaging in civic life through dialogue, democratic inclusion, and collaboration.
- d. The social studies disciplines as ways to develop informed conclusions through rigorous pursuit of knowledge.
- e. The central ideas, key skills, and core concepts in [Michigan K-12 Social Studies Standards](#).
- f. Diverse sources and perspectives that reflect multiple points of view and the plurality of lived experience, including sources and perspectives that are often marginalized, such as tribal, local, and community-based knowledge.

Are knowledgeable of...

- g. Methods of disciplinary inquiry as a sophisticated intellectual activity.
- h. The dual nature of social studies as both integrative and interdisciplinary, and as a set of distinct disciplines with diverse perspectives and practices.
- i. How each discipline is a critical part of developing civic engagement and addressing societal problems.
- j. The use of disciplinary tools, sources, and evidence to understand perspectives and reach informed conclusions.
- k. The difference between a reasoned claim and unsubstantiated opinion.

Are able to...

- l. Initiate and advance disciplinary inquiry as laid out in C3 Framework.
- m. Engage in disciplinary literacy practices using disciplinary concepts and tools to understand and evaluate sources and critique the credibility of claims, evidence, and reasoning of self and others.
- n. Develop, refine, and share arguments using multiple sources of evidence about disciplinary and interdisciplinary issues, such as characteristics and causes of local, tribal, state, regional, national, and/or global public issues.
- o. Diagnose particular common patterns of student thinking and development in a subject-matter domain.
- p. Ensure access to key content, concepts, and skills within the social studies disciplines by modeling, demonstrating, and explaining content

explicitly.

D.2. Applying Disciplinary Concepts and Tools

Well-prepared beginning teachers of the social studies disciplines know and understand concepts and tools used in history, geography, civics, and economics at the proficient level. It is recommended that teachers of the social studies disciplines develop advanced concepts and tools in at least one of the following: history, geography, civics, economics, or other social studies disciplines.

D.2.C. Civics Area Content Standards for ALL Social Studies Candidates

Well-prepared beginning teachers of civics have a knowledge of the history, principles, and foundation of United States democracy. They also demonstrate civic virtues and the skills to participate in the political process and public life.

The areas of civic disciplinary understanding and application include:

- **Civic & Political Institutions:** An understanding of the important institutions of government and public life and the principles that these institutions are intended to reflect.
- **Applying Civic Virtues & Democratic Principles:** The application of civic virtues and democratic principles when discussing issues, making choices, and evidence-based judgments.
- **Processes, Rules & Laws:** An understanding of the political system and how various processes, rules, laws, and policies work.

Well-prepared beginning teachers of the social studies disciplines:

	Middle Grades Civics Standards (Proficient) (Using topics in the Michigan 5-8 Social Studies Standards)	High School Civics Standards (Proficient) (Using topics in the Michigan 9-12 Social Studies Standards)
D.2.C.1	Understand productive civic engagement, the development of individual rights and societal structures, and relationships between these dynamic forces.	Understand productive civic engagement, the development of individual rights and societal structures, and relationships between these dynamic forces.
D.2.C.2	Examine the roles, authority, powers, and responsibilities of stakeholders in the political process.	Use evidence to consider and present arguments about levels of government exercising authority.
D.2.C.3	Examine the multiple roles citizens play in the political process.	Examine continuity and change in citizen participation in government over time.
D.2.C.4	n/a	Examine and evaluate multiple systems of government from global perspectives.
D.2.C.5	Analyze constitutions, laws, treaties, and international agreements from multiple perspectives, such as Anishinaabe tribal citizenship, governance, and	Evaluate the impact of constitutions, laws, treaties, and international agreements on national and international order including relationships with tribal nations, such as Anishinaabe tribal citizenship,

	self-determination, as well as immigration, trade, and water rights.	governance, self-determination, and sovereignty.
D.2.C.6	Examine the powers and limitations of the three branches of government, public officials, and bureaucracies.	Use evidence from a variety of perspectives to evaluate how the United States Constitution has evolved and continues to be contested.
D.2.C.7	Examine the Indigenous and European origins of the United States Constitution and other documents to examine the function and structure of state, national, and tribal governments.	Use evidence to evaluate and present existing arguments about institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international levels.
D.2.C.8	Analyze arguments on how political, civil, and economic organizations shape people's lives.	Analyze arguments about how stakeholders influence governments, civil societies, and economic markets.
D.2.C.9	Examine ideas and principles contained in the founding documents of the United States and their influence on social and political systems.	Examine the context within which continuity and change occur in social and political systems over time.
D.2.C.10	Explain the strategies used to reach consensus in the process of diplomacy, lawmaking, and governing.	Evaluate the strategies used to reach consensus in the process of diplomacy, lawmaking, and governing.
D.2.C.11	Examine how personal interests and perspectives on civic virtues and democratic principles affect how people address constitutional and human rights issues, for example, gender equality, LGBTQ+ rights, Indigenous rights, nationalism, religious freedoms (e.g., Islamophobia, anti-Semitism), racial and/or ethnic inequity.	Provide a rationale for how personal interests and perspectives on civic virtues and democratic principles affect how people address constitutional and human rights issues, for example, gender equality, LGBTQ+ rights, Indigenous rights, nationalism, religious freedoms (e.g., Islamophobia, anti-Semitism), racial and/or ethnic inequity.
D.2.C.12	Assess specific rules and laws as means of addressing public problems.	Analyze how people use and challenge laws intended to address public issues.
D.2.C.13	Analyze the purposes, implementation, and consequences of public policies in multiple contexts and from multiple perspectives including traditionally marginalized populations, such as communities of color, Indigenous populations, and the disabled community.	Evaluate public policies in terms of intended and unintended outcomes and related consequences for all members of society, particularly traditionally marginalized groups, such as communities of color, Indigenous populations, and the disabled community.
D.2.C.14	Compare historical and contemporary means of changing societies and promoting the common good.	Use information from multiple perspectives to analyze historical and contemporary means of changing societies, promoting the common good, and protecting rights.

D.2.E. Economics Area Content Standards for ALL Social Studies Candidates
Well-prepared beginning teachers of economics understand the interaction of markets, the workings of the national economy, interactions across the global marketplace, and allocation of scarce resources. They also demonstrate and apply the concepts and skills of economic inquiry and decision making including graphical analysis and modeling.

The areas of economic disciplinary understanding and application include:

- **Economic Decision Making:** An understanding of the allocation of resources and costs and benefits in order to set goals, solve problems, and inform choices.
- **Exchange & Markets:** An understanding of the exchange process, markets, and the circumstances under which government action in markets is in service or disservice of society.
- **The National Economy:** An understanding of the forces that influence current and future economic conditions at the national level.
- **The Global Economy:** An understanding of the cross-border movement of goods, services, technology, and human, physical, and financial capital at the global level.

Well-prepared beginning teachers of the social studies disciplines:

	Middle Grades Economics Standards (Proficient) (Using topics in the Michigan 5-8 Social Studies Standards)	High School Economics Standards (Proficient) (Using topics in the Michigan 9-12 Social Studies Standards)
D.2.E.1	Understand the interaction of individual wants, goods, services, and the resulting exchanges in a structured society.	Understand the interaction of individual wants, goods, services, and the resulting exchanges in a structured society.
D.2.E.2	Describe scarcity, opportunity cost, and incentives while explaining how they influence choices and decision making by individuals and groups.	Describe scarcity, opportunity cost, and incentives while explaining how they influence choices and decision making by individuals and groups.
D.2.E.3	Describe the relationship between costs and benefits associated with economic decisions by individuals, businesses, and governments.	Explain the relationship between costs and benefits associated with economic decisions by individuals, businesses, and governments.
D.2.E.4	Analyze the exchange of goods and services in markets under various circumstances, such as price or quantity controls.	Analyze the exchange of goods and services in markets under various circumstances, such as price or quantity controls.
D.2.E.5	Describe the relationship between supply and demand and how they influence price.	Describe how the government can both cause and address market inefficiencies or failures.
D.2.E.6	Explain the role of entrepreneurship and technology in market economies.	Analyze the role of entrepreneurship and technology in market economies.

D.2.E.7	Explain how government policies positively and negatively impact individuals, businesses, and groups of people as participants in the national economy.	Analyze the varied ways in which the government impacts households and businesses through policy decisions, such as the historic use of redlining, and why these differences matter in terms of growth and prosperity for specific groups and across the population.
D.2.E.8	n/a	Analyze the role of non-governmental institutions, such as banks, labor unions, non-profit organizations, businesses, co-operatives, and their impact on the market economy.
D.2.E.9	n/a	Describe and evaluate the role of monetary and fiscal policy in creating a stable market economy (on micro and macro levels).
D.2.E.10	Engage in inquiries about the relationship between productivity and standard of living, with the perspectives of marginalized groups taken into account.	Engage in inquiries about the relationship between investments in human and physical capital and standard of living, with the perspectives of marginalized groups taken into account.
D.2.E.11	Formulate compelling questions about the barriers, benefits, and costs of international trade.	Develop arguments about the costs and benefits of international trade and its impact on individuals, businesses, and communities.
D.2.E.12	Recognize and describe the role of assets and liabilities in financial planning and wealth building.	Evaluate and analyze the long-term impact of individual financial decisions on larger economic systems as well as personal financial well-being.
D.2.E.13	n/a	Compare and contrast multiple economic theories and market systems.

D.2.G. Geography Area Content Standards for ALL Social Studies Candidates
Well-prepared beginning teachers of geography understand that each place has a unique set of local conditions and connections to other places and understand personal and societal decision-making are enhanced by diverse cultural and environmental perspectives. They have knowledge of Earth’s physical and human characteristics, including the locations of places and regions, the distribution of landforms and water bodies, and historic changes in political boundaries, economic activities, and cultures. They have skills in asking questions about the world and answering them through the use of spatial analysis tools and technologies.

The areas of geographic reasoning and application include:

- **Geographic Representations:** An application of geographic inquiry including creating maps and using geospatial technologies to gather, organize, and analyze information about Earth’s physical and cultural

characteristics.

- **Place, Regions, and Culture:** An understanding that the unique conditions of each place have evolved because of the inherent physical characteristics as well as the shifting landscape of human systems. Central to the concept of geographic inquiry is the examination of these unique characteristics that define and shape places, regions, and the humans who live there.
- **Global Interconnections:** An understanding that humans interact with the environment and with each other to create complex spatial patterns at multiple scales that continue to change over time. Global-scale issues and problems cannot be resolved without extensive collaboration among the world’s peoples, nations, and economic organizations.

Well-prepared beginning teachers of the social studies disciplines:

	Middle Grades Geography Standards (Proficient) (Using topics in the Michigan 5-8 Social Studies Standards)	High School Geography Standards (Proficient) (Using topics in the Michigan 9-12 Social Studies Standards)
D.2.G.1	Use geographic thinking and tools to explain how human needs and wants relate to the environment.	Use geographic thinking and tools to explain how human needs and wants relate to the environment.
D.2.G.2	Identify and utilize appropriate geospatial tools, such as GIS, maps, globes, or aerial and satellite imagery, to facilitate spatial inquiry and examine characteristics of place and region.	Identify and utilize appropriate geospatial tools, such as GIS, maps, globes, or aerial and satellite imagery, to facilitate spatial inquiry and examine characteristics of place and region.
D.2.G.3	Analyze spatial patterns of cultural and environmental characteristics by creating data visualization, including paper and/or electronic maps.	Analyze spatial patterns of cultural and environmental characteristics by creating data visualization, including paper and/or electronic maps.
D.2.G.4	Examine the characteristics of place, region, and interrelationships of human systems at local and global scales.	Examine the characteristics of place, region, and interrelationships of human systems at local and global scales.
D.2.G.5	Examine how cultural and physical adaptations, including changes in technology and transportation, have driven diffusion and increased globalization.	Examine how cultural and physical adaptations, including changes in technology and transportation, have driven diffusion and increased globalization.
D.2.G.6	Examine the factors that influence human settlement and the push/pull factors of human migration, such as physical characteristics, availability of resources, cooperation, conflict, and forced migration.	Examine the factors that influence human settlement and the push/pull factors of human settlement and migration, such as physical characteristics, availability of resources, cooperation, conflict, and forced migration.
D.2.G.7	Examine the components of the Earth’s systems, including weather and climate, water, geological activity, and natural	Examine the components of the Earth’s systems including weather and climate, water, geological activity, and natural

	resources, and describe the causes and impacts of changes in these systems over time.	resources, and describe the causes and impacts of changes in these systems over time.
D.2.G.8	Present and evaluate evidence regarding the reciprocal relationship between earth systems and human systems and the impact an imbalance can have on marginalized groups.	Present and evaluate evidence regarding the reciprocal relationship between earth systems and human systems and the impact an imbalance can have on marginalized groups.
D.2.G.9	Compare the cultural and environmental characteristics of various world regions.	Compare the cultural and environmental characteristics of various world regions.
D.2.G.10	Analyze spatial patterns of economic, cultural, and political activities across space and time, such as food deserts, historic redlining, and gerrymandering.	Analyze spatial patterns of economic, cultural, and political activities across space, regions, and time, such as food deserts, historic redlining, gerrymandering, and toponymy.
D.2.G.11	Evaluate the role of resources and globalization in conflict and cooperation.	Evaluate the role of resources on conflict and cooperation between countries, Indigenous populations, and/or regions.
D.2.G.12	Explain how shifts in population drive changes in culture, land use, and economic activity and how those changes impact societies, particularly marginalized communities.	Explain how shifts in population drive changes in culture, land use, and economic activity and how those changes impact societies, particularly marginalized communities.

D.2.H. History Area Content Standards for ALL Social Studies Candidates

Well-prepared beginning teachers of history apply historical thinking and demonstrate the ability to craft and communicate historical interpretations. They go beyond simply asking and answering, "What happened when?" and can initiate inquiry investigations that conclude with well-reasoned arguments based on the analysis of historical evidence. *Due to the nature of historical study, an upper grades teacher would also need to understand historical events prior/post to the grade bands they teach in order to fully understand and teach the events they will be responsible for teaching according to the [Michigan K-12 Social Studies Standards](#) for grades 5-9 and 7-12.

The facets of historical understanding and application include:

- **Change, Continuity & Context:** The ability to assess similarities and differences between historical periods and an understanding of the relationships between intellectual, social, political, economic, and cultural areas of life.
- **Perspectives:** An understanding of the multiplicity of points of view in the past, the ability to identify how and why perspectives change over time, and a developed sense of empathy with people in the past whose perspectives might be very different from those of today.
- **Historical Sources & Evidence:** An understanding of the historical inquiry as an investigative, spiraling process that includes the acquisition and analysis of a range of primary and secondary sources.

- **Causation & Argumentation:** The application of reasoning to draw conclusions about probable causes and effects that uses evidence in a critical, coherent, and logical manner.

Well-prepared beginning teachers of the social studies disciplines:

	Middle Grades History Standards (Proficient) (Using topics in the Michigan 5-8 Social Studies Standards)	High School History Standards (Proficient) (Using topics in the Michigan 9-12 Social Studies Standards)
D.2.H.1	Understand history as an organizing framework for developing a sense of time and chronology.	Understand history as an organizing framework for developing a sense of time and chronology.
D.2.H.2	Explain from multiple perspectives how change and continuity impact historical events.	Explain from multiple perspectives how change and continuity impact historical events.
D.2.H.3	Analyze the context within which events unfolded to be able to assess the significance of specific individuals, groups, and developments.	Analyze the context within which events unfolded to be able to assess the significance of specific individuals, groups, and developments.
D.2.H.4	Analyze multiple and changing historical interpretations.	Analyze multiple and changing historical interpretations.
D.2.H.5	Analyze sources and perspectives of people in the past, such as oral history, Indigenous artifacts, newspapers, journals, letters, photographs, or diaries.	Analyze sources and perspectives of people in the past, such as oral history, Indigenous artifacts, newspapers, journals, letters, photographs, or diaries.
D.2.H.6	Explain the limitations of various kinds of historical evidence and analyze how interpretations are constrained by such limitations.	Explain the limitations of various kinds of historical evidence and analyze how interpretations are constrained by such limitations.
D.2.H.7	Analyze the relationship between historical evidence and the interpretations made from it.	Analyze the relationship between historical evidence and the interpretations made from it.
D.2.H.8	Critique the usefulness of historical evidence for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.	Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.
D.2.H.9	Use multiple historical sources to identify further areas of inquiry and additional evidence.	Use multiple historical sources to identify further areas of inquiry and additional evidence.
D.2.H.10	Analyze historical conclusions about probable causes and effects.	Analyze historical conclusions about probable causes and effects.
D.2.H.11	Explain the complexity of historical events based on evidence and multiple and inclusive perspectives with special attention to local, state, national, and global historical traumas, such as	Explain the complexity of historical events based on evidence and multiple and inclusive perspectives with special attention to local, state, national, and global historical traumas, such as

	Residential Boarding Schools (e.g., Holy Childhood Boarding School in Harbor Springs, Indian Industrial Boarding School in Mt. Pleasant, and the Holy Name of Jesus Indian Mission in Baraga), profiling of middle easterners post 9-11 in Michigan and the United States, Japanese-American internment, redlining, school segregation, the institutionalization of those with disabilities, and/or the Holocaust.	Residential Boarding Schools (e.g., Holy Childhood Boarding School in Harbor Springs, Indian Industrial Boarding School in Mt. Pleasant, and the Holy Name of Jesus Indian Mission in Baraga), profiling of middle easterners post 9-11 in Michigan and United States Japanese-American internment, redlining, school segregation, the institutionalization of those with disabilities, and/or the Holocaust.
D.2.H.12	Analyze historical arguments from various forms of media based on evidence.	Analyze historical arguments from various forms of media based on evidence.



**CONTENT STANDARDS FOR OPTIONAL
ADVANCED DISCIPLINE AREA ENDORSEMENTS**

CIVICS AREA CONTENT STANDARDS FOR OPTIONAL ENDORSEMENTS

Well-prepared beginning teachers of civics:

	Middle Grades and High School Civics Optional Endorsement (Advanced)
Civ.1	Conduct an inquiry on the roles, authority, powers, and responsibilities of multiple stakeholders in the political process.
Civ.2	Conduct inquiries about various theories of government using evidence and sources.
Civ.3	Conduct inquiries into current events involving constitutions and laws in bilateral and multilateral treaties and international agreements and how these impact people at the local, state, and national levels.
Civ.4	Formulate arguments about powers, responsibilities, and limits of government.
Civ.5	Formulate arguments regarding the impact of the founding documents on current social and political systems.
Civ.6	Formulate arguments about how multiple stakeholders interact with and are affected by political, social, religious, and/or economic organizations.
Civ.7	Formulate arguments about how stakeholders impact the enactment of civic virtues, democratic principles, and constitutional or human rights.
Civ.8	Conduct inquiries into governmental decision-making and implementation, and the consequences of public policy.
Civ.9	Use deliberative strategies to model decision-making processes in community action, diplomacy, lawmaking, or policy making.
Civ.10	Take informed action to improve policy, promote the common good, or protect rights.

ECONOMICS AREA CONTENT STANDARDS FOR OPTIONAL ENDORSEMENTS

Well-prepared beginning teachers of economics:

	Middle Grades and High School Economics Optional Endorsement (Advanced)
Eco.1	Analyze the incentives, costs, and benefits that influence a current economic policy example.
Eco.2	Provide rationales for economic solutions based on cost/benefit analysis.
Eco.3	Analyze how interventions in a market economy impact efficiency.
Eco.4	Compare and contrast market structures, such as perfect competition, monopoly, and oligopoly.
Eco.5	Provide a rationale for how pricing and competition interact in a market economy.
Eco.6	Conduct an inquiry on an outside influence, such as government policy, entrepreneurship, and technology, on the market system and various consequences.
Eco.7	Explain and evaluate the role of non-governmental institutions, such as banks, labor unions, non-profit organizations, businesses, and co-operatives, in the market economy.
Eco.8	Evaluate monetary and fiscal policies and in what context models predict specific policies will be successful.
Eco.9	Analyze how investments in technology and human capital influence the standard of living in various places.
Eco.10	Analyze how globalization benefits and harms individuals, businesses, and communities within and across nations.
Eco.11	Evaluate the impact of various financial decisions on long-term financial well-being and wealth of individuals, businesses, and communities.
Eco.12	Analyze the rationale and impacts of multiple economic theories and market systems.
Eco.13	Take informed action to communicate findings about a current economic issue.

GEOGRAPHY AREA CONTENT STANDARDS FOR OPTIONAL ENDORSEMENTS

Well-prepared beginning teachers of geography:

	Middle Grades and High School Geography Optional Endorsement (Advanced)
Geo.1	Design and conduct inquiries utilizing spatial data and geospatial technologies and create maps that communicate results.
Geo.2	Use research-based evidence and primary sources to analyze interrelationships of human systems and humans' impact on earth systems.
Geo.3	Evaluate how political and economic decisions shape the characteristics of a place.
Geo.4	Explain how the causal relationship between cultural and physical adaptations, including changes in technology and transportation, has driven diffusion and increased globalization.
Geo.5	Develop an evidence-based solution to a current issue affecting the relationship between human and earth systems.
Geo.6	Conduct inquiries into differences in cultural and environmental characteristics of various world regions.
Geo.7	Conduct inquiries about the role resources play in examples of conflict and cooperation.
Geo.8	Analyze the causal relationship between shifts in population and changes in culture, land use, and economic activity.

HISTORY AREA CONTENT STANDARDS FOR OPTIONAL ENDORSEMENTS

Well-prepared beginning teachers of history:

	Middle Grades and High School History Optional Endorsement (Advanced)
His.1	Develop and present arguments from multiple perspectives on how change and continuity impact historical events.
His.2	Formulate arguments about continuity and change concerning historical topics appropriate to the grade band.
His.3	Formulate and answer compelling questions about individuals and groups to assess how the significance of their actions changes over time and is shaped by historical context.
His.4	Formulate and present arguments using a variety of evidence from sources explaining how historical contexts shaped and continue to shape people's perspectives.
His.5	Develop a historical interpretation recognizing how marginalized perspectives are often absent because of socioeconomic, cultural, political, geographical, and ideological factors, accounting for personal biases and the perspectives of others.
His.6	Evaluate and synthesize historical sources and their secondary interpretations to identify further areas of inquiry.
His.7	Conduct inquiries focused on analyzing multiple and complex causes and effects of events in the past.
His.8	Support a claim about a historical event by integrating multiple relevant historical sources and interpretations.



**Appendix A: Guidelines for the Preparation of
Middle Grades (5-9) and High School (7-12)
Social Studies Teachers in Other Non-Endorsable
Social Studies-Related Discipline Areas**

Anthropology Guidelines for Advanced Preparation (non-endorsable area)

Well-prepared beginning teachers of anthropology understand the complexity of cultures across human history. They have knowledge of how humans have adapted to diverse environments, past peoples and cultures, social patterns and practices, and ways in which language reflects and shapes social life. They can also apply theories and employ anthropological research methodologies that seek to find solutions to human problems.

The disciplinary concepts of anthropology include:

- **What It Means to be Human- Unity and Diversity:** Knowledge of all kinds of human groups, and an understanding of the commonalities of human physical and sociocultural characteristics, culture, and how societies change.
- **Methods and Ethics of Inquiry:** Application of the inquiry approach, interpretive methods, and code of ethics used by anthropologists to study people of the past and present.
- **Becoming a Person: Processes, Practices, and Consequences:** An understanding of what it means to be a human in different cultural contexts, the dynamic nature of identities, and the nature of boundaries between human groups.
- **Global and Local: Societies, Environments, and Globalization:** An understanding of globalization, the impact of human movement, and the effects of the global on the local and vice versa.

	High School Anthropology Optional Concentration (Advanced) (non-endorsed area)
Ant.1	Use anthropological theories and evidence-based sources from multiple perspectives to explain cultural origin stories and the development of human communities.
Ant.2	Analyze anthropological concepts (e.g., symbols, language, norms, values, and artifacts) and practices that reflect on representations of "otherness" and critically analyze their own cultural assumptions.
Ant.3	Engage in evidence-based inquiries about societal change related to cultural complexities (local, national, tribal, and international).
Ant.4	Use disciplinary tools to conduct anthropological inquiries that lead to informed action to address issues of description and representation in anthropology.
Ant.5	Evaluate ethical issues that arise in the practice of anthropological research, including issues of informed consent.
Ant.6	Examine the variety of gendered, racialized, or other identities individuals take on over the life course and identify the social and cultural processes through which those identities are constructed.
Ant.7	Apply anthropological concepts of boundaries to the analysis of current ethnic, racial, or religious conflicts.

Ant.8	Analyze how human diversity is produced and shaped by local, national, regional, and global patterns.
Ant.9	Evaluate the cyclical relationship between local actions and global patterns and processes.
Ant.10	Engage in inquiries about ethnocentrism, its manifestations, and consequences in a world that is progressively interconnected.
Ant.11	Use anthropological theories and tools to examine current global issues such as migrations across national borders or environmental degradation.

Religious Studies Guidelines for Advanced Preparation (non-endorsable area)

Through a non-devotional lens, well-prepared beginning teachers of religious studies and world religions understand how religious beliefs, practices, and communities are created, maintained, and transformed over time. They are also able to engage in respectful, scholarly inquiries that explore the dynamic relationship within a religion, between religions, and between religion and secularism.

The facets of religious disciplinary study and application include:

- Religious Studies Premises: An understanding of the four basic assertions of religious studies, which include understanding 1) religion without promoting or discouraging adherence to it, 2) religions are internally diverse, 3) religions evolve and change over time, and 4) religious influences are embedded in cultures.
- Religious Studies Application-Belief, Behavior & Belonging: An understanding how religious identities, behaviors, and experiences of belonging are connected to historical, political, geographic, economic factors and the intersection of other religious communities and social identities.
- Critical Inquiry-Representation, Sources, & Evidence: The application of inquiry that utilizes primary and secondary sources to analyze how religious values, interpretations, and expressions both shape and are shaped by individuals and communities.

	High School Religious Studies Optional Concentration (Advanced) (non-endorsed area)
Rel.1	Explain the distinction between devotional assertions of religious beliefs and the academic study of diverse religious beliefs in social and historical contexts.
Rel.2	Conduct inquiries into the internal diversity of religious beliefs, behaviors, and experiences using evidence and sources at the macro (sects and divisions within traditions) and micro (differences within specific religious communities) levels.
Rel.3	Conduct inquiries from multiple perspectives about how religions evolve and change in social, historical, and political contexts using primary and secondary sources.
Rel.4	Formulate compelling questions about how religions impact their dominant culture, subcultures, and public/private spheres.
Rel.5	Develop insights into how people are shaped by their beliefs and how those beliefs affect public/private behavior.
Rel.6	Examine social and historical arguments from multiple perspectives about how beliefs, behaviors, and experiences shape, and are shaped by, social, political, and cultural forces.

Rel.7	Using evidence and sources, develop arguments about the definition and role of religion in public and private life.
Rel.8	Examine expressions of orthodoxy ("right" belief) and orthopraxy ("right" action) from multiple perspectives to describe how those expressions are socially or politically prominent or marginalized in specific contexts.
Rel.9	Seek out information from sources and multiple perspectives about why certain religious individuals, communities, and institutions are represented in public discourse while others are obscured.

Sociology Guidelines for Advanced Preparation (non-endorsable area)

Well-prepared beginning teachers of sociology understand that the social world is constructed through human interaction. They also have knowledge about how to investigate the structure of groups, organizations, and societies and how people interact within these contexts.

The facets of sociological understanding and application include:

- The Sociological Perspective & Methods of Inquiry: An understanding of theories and inquiry methods that focus on social groups, social interactions, and social context.
- Social Structure-Culture, Institutions, & Society: An understanding of social structure and culture and how social patterns are created and maintained over time.
- Social Relationships: Self, Groups, & Socialization: An understanding of the social construction of the individual and group identity.
- Stratification & Inequality: An understanding of how the opportunities and power that are provided or denied to certain groups and identities create social problems and patterns of inequity.

	High School Sociology Optional Concentration (Advanced) (non-endorsed area)
Soc.1	Answer questions using sociological findings and data.
Soc.2	Provide a rationale for the strengths and weaknesses of various research methods.
Soc.3	Use sociological theory to analyze social institutions, culture, and human behavior.
Soc.4	Explain the causes and consequences of cultural change and changes in social structures.
Soc.5	Using a sociological perspective, analyze the influence of primary agents of socialization on self and groups.
Soc.6	Explain the way social group constructs influence individual behavior and life chances and the way individuals influence group behavior, shapes norms and values.
Soc.7	Analyze the reciprocal relationship between individuals, groups, and societies.
Soc.8	Examine the causal relationship between social patterns and inequality, and the effects of inequality on groups and individuals using sociological data.
Soc.9	Explain what sociologists mean by power and use of power as a lens to explain inequalities and social change.

Soc.10

Take informed action on a social issue using sociological findings and understandings.



Appendix B: Glossary

- **Accessibility:** educational materials, resources, and methods are made available and usable by all students, regardless of any individual differences they may have. This includes students with disabilities, different learning styles, cultural backgrounds, and socioeconomic statuses.
- **Active listening:** fully engaging with and understanding students' verbal and non-verbal communications, fostering an inclusive classroom environment where diverse perspectives are acknowledged and valued. It emphasizes empathy, open-mindedness, and a willingness to adapt teaching strategies based on students' feedback and responses.
- **Anishinaabek tribal citizenship:** Anishinaabek (plural)/Anishinaabe (singular) are a group of culturally related Indigenous peoples present in what is now known as, Canada and the United States. They include the Ojibwe/Ojibwa/Chippewa, Odawa/Ottawa, Potawatomi/Bodéwadmi, Saukteaux, Oji-Cree, and Algonquin peoples. Translations include: good people, man sent down from above, original man, human being, first people, spirit lowered to the earth. Federally recognized tribes in Michigan are all Anishinaabek of the Three Fires Confederacy. Generally, the Three Fires are defined as: Odawa being the keepers of trade, Ojibwe being the keepers of medicine and traditions, and Bodewadmi being the keepers of the fire. Those individuals who meet the eligibility requirements and have fulfilled the membership process as determined by an enrolling tribe are considered tribal citizens. Enrollment criteria is unique and specific to each tribe. Individuals who are citizens of their sovereign nation hold the status of a dual citizen, which means they hold citizenship within their native sovereign nation and within the United States. This unique status means that Tribal Citizens most likely have 2 forms of identification, and may be eligible to vote in their tribal, local, state and federal elections. (Confederation of Michigan Tribal Education Directors, 21)
- **Anthropological inquiries:** inquiries involving the systematic study and analysis of human societies and cultures through the exploration of cultural practices, human evolution, archaeological artifacts, and language development to understand the human experience comprehensively.
- **Authentic and community-focused application:** application of knowledge in ways that are relevant and focused on students' community
- **Authentic methods of assessment/authentic assessments:** assessment of student learning through the application of content knowledge to "engaging and worthy problems or questions of importance, in which students must use knowledge to fashion performances effectively and creatively. The tasks are either replicas of or analogous to the kinds of problems faced by adult citizens and consumers or professionals in the field." (Wiggins, 1999)
- **Change and continuity:** the analysis of how societies, cultures, political systems, and economies evolve (change) or maintain stability (continuity) over time. Specifically, educators should teach students to critically examine historical and contemporary events, identifying patterns of change and elements that remain consistent, helping students understand the complex interplay of factors that shape the human experience and develop a nuanced perspective on the world's dynamics.

- **Civic competence:** the knowledge, skills, and attitudes necessary for students to actively participate in democratic societies, encompassing a critical understanding of governmental processes, societal issues, and community engagement
- **Civic engagement:** individuals actively participating in the life of their community through various avenues such as voting, volunteering, joining community groups, or engaging in dialogue and advocacy on social and political issues, fostering a healthier and more inclusive society (NCSS, 2013)
- **Civic and political institutions:** the structured organizations and systems through which societies govern themselves and foster citizen participation. These encompass governmental bodies (like legislatures, courts, and tribal governments), as well as non-governmental organizations, community groups, and other entities that facilitate civic engagement and political participation.
- **Civic virtues:** the values citizens should use when they interact with each other on public matters such as honesty, mutual respect, cooperation, and attentiveness to multiple perspectives (NCSS, 2013)
- **Common good:** material, cultural or institutional facilities that the members of a community provide to all members in order to fulfill a relational obligation they all have to care for certain interests that they have in common (Hussain, 2018)
- **Compelling questions:** questions that address problems and issues found in and across the academic disciplines that make up social studies. They require students to apply disciplinary concepts and to construct arguments and interpretations. Compelling questions often emerge from the interests of students and their curiosity about how things work, but they are also grounded in curriculum and content with which students might have little experience. Example: Was the American Revolution revolutionary? (NCSS, 2013)
- **Cultural frames:** the shared meanings held by individuals that shape their understanding of situations and guide their actions. The cultural frame can be used to interpret the ways meaning is shaped by social and cultural issues. These may include race and ethnicity, class and economic conditions, gender and sexuality, politics, technology, religion and spirituality, and the environment
- **Culturally relevant and responsive pedagogy:** “the kind of teaching that is designed not merely to fit the school culture to the students’ culture, but also to use student culture as a basis for helping students understand themselves and others, structure social interactions, and conceptualize knowledge” (Ladson-Billings, 2001, p. 202)
- **Culturally responsive dispositions:** a teacher’s beliefs about cultural diversity, race, and the value of teaching in a culturally responsive way, as well as their self-efficacy in their abilities to use culturally relevant pedagogy (Comstock, et al., 2023)
- **Deliberative and democratic strategies:** a way to accomplish a goal that includes the input of those involved at all stages of the process. Example: The United Nations seeks to utilize deliberative and democratic strategies to address global issues (NCSS, 2013)

- **Democratic norms:** traditions, customs, and practices that are essential for a well-run democracy that aren't necessarily codified into law; for example, the peaceful transfer of power (Capodice & McCarthy, 2021)
- **Democratic principles:** the principles meant to guide official institutions such as legislatures, courts, and government agencies including adherence to the social contract, consent of the governed, limited government, legitimate authority, federalism, and separation of powers. These also include principles such as equality, freedom, liberty, respect for individual rights, and deliberation that apply to both official institutions and informal interactions among citizens. (NCSS, 2013)
- **Disciplinary content and literacies:** the knowledge, skills, processes, and thinking that happens in different social studies disciplines. (NCSS, 2013)
- **Equitable education/Equitable learning opportunities:** an education system in which each child receives what they need to develop to their full academic and social potential. (National Equity Project, n.d.)
- **Ethical reasoning:** one's set of moral principles. Using ethical reasoning helps determine and differentiate between right thinking, decisions, and actions and those that are wrong, hurtful and/or harmful— to others and to ourselves. Ethical reasoning must be morally logical and use factual evidence. Reasoning must be applied constantly in similar situations. (Weiss, 2014)
- **Evidence-based inquiries:** investigations that involve the use of multiple sources in order to answer compelling and supporting questions.
- **Formative and summative assessments:** assessment practices that monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning (formative); assessment practices that evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark (summative) (Carnegie-Mellon University, 2023)
- **Founding documents (of the United States):** documents that established the government's structure and continue to secure the rights of American citizens. The documents are the Declaration of Independence, the U.S. Constitution, and the Bill of Rights (USA.gov, n.d.)
- **Geographic inquiry:** investigating spatial patterns and relationships to understand human and physical phenomena on Earth, fostering critical thinking and analytical skills in students. Geographic inquiry involves asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions.
- **Historical interpretation:** "the process by which we describe, analyze, evaluate, and create an explanation of past events" (Slatta, n.d.)
- **Historically marginalized groups/communities/perspectives:** groups of people who have been relegated to the lower or peripheral edge of society. Many groups were (and some continue to be) denied full participation in mainstream cultural, social, political, and economic activities. Marginalized communities can include but are not limited to people of color, women, LGBTQ+ individuals, low-

income individuals, prisoners, the disabled, and senior citizens. (Drake & Rose, 2018)

- **Inclusive learning environment:** when an educator differentiates instruction to meet the needs of every learner they teach. Such needs could include learning disabilities, learning preferences, cultural backgrounds, and socioeconomic statuses. Inclusive learning environments would also attend to cultural diversity, race, and the value of teaching in a culturally responsive way.
- **Informed action:** students utilizing disciplinary knowledge and skills to collaboratively address public issues through reflective and purposeful engagement, fostering informed, independent, and collective responses grounded in sustained inquiry (NCSS, 2013)
- **Inquiry:** a systematic investigation into a problem, issue, topic, or idea
- **Integrative:** combining two or more subject area or disciplines in order to make them more effective
- **Interdisciplinary:** the combination of multiple academic disciplines into one activity
- **Learning needs, assets, and development opportunities:** each student's specific requirements for effective learning (needs), strengths that students bring to enhance the learning experience (assets), and areas for further growth (development opportunities)
- **Metacognitive processes:** higher-level thinking that involves active control over the cognitive processes engaged in learning. It includes planning, monitoring, and evaluating one's understanding and performance, allowing individuals to become more self-directed and effective learners.
- **Otherness:** an anthropological theory regarding human societies' formation of in-groups and out-groups based on a variety of perceived differences.
- **Power and privilege:** the ability to make decisions that affect others' opportunities and future outcomes, including the advantages and benefits that individuals receive because of powerful social groups they are perceived to be a part of (Dartmouth University, 2023; MDE, [Standards for the Preparation of Teachers of Mathematics Middle Grades \(5-9\) and High School \(7-12\)](#))
- **Public issues:** topics or problems of collective concern at various societal levels (local, tribal, state, regional, national and/or global) that students explore and analyze through multidisciplinary lenses to foster critical thinking, informed decision-making, and civic engagement.
- **Range of learners:** the diverse group of individuals in a learning environment with varying abilities, knowledge levels, learning styles, and backgrounds. It acknowledges that learners are unique and may require different approaches or resources to effectively engage in the learning process.
- **Social studies inquiry:** the process of developing questions and planning inquiries, applying disciplinary concepts and tools, evaluating sources and using evidence, communicating conclusions and taking informed action (NCSS, 2013)

- **Sociological perspective and methods of inquiry:** a perspective that focuses on the groups to which individuals belong rather than only on the individual. It helps students to see the world through others' eyes, to increase their understanding of group dynamics, and to develop tolerance of differences. Sociology uses objective and data-driven scientific methods to study social interactions at multiple levels. (NCSS, 2013)
- **Subject-matter domain of social studies:** the individual disciplines that comprise social studies including civics, economics, geography, history and sometimes sociology, anthropology and religious studies.
- **Tribal, local, and community-based knowledge:** educational resources and curricular materials provided by tribal, local, and community organizations to support student inquiry

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