

## Social Studies

### Standard 1 – INTERDISCIPLINARY THEMATIC STANDARDS

Elements	Indicators
<p><b>1.1 CULTURE AND CULTURAL DIVERSITY</b></p> <p>Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Culture and Culture Diversity.</p>	<p>Candidates:</p> <ul style="list-style-type: none"><li>• Enable learners to analyze and explain how groups, societies, and cultures address human needs and concerns;</li><li>• Guide learners as they predict how experiences may be interpreted by people from diverse cultural perspectives and frames of references;</li><li>• Assist learners to apply an understanding and of culture as an integrated whole that governs the functions and interactions of language, literature, arts, traditions, beliefs, values, and behavior patterns;</li><li>• Encourage learners to compare and to analyze societal patterns for transmitting and preserving culture while adapting to environmental and social change;</li><li>• Ask learners to give examples and describe the importance of cultural unity and diversity within and across groups;</li><li>• Have learners interpret patterns of behavior as reflecting values and attitudes, that contribute to or pose obstacles to cross-cultural understanding;</li><li>• Guide learners as they construct reasoned judgments about specific cultural responses to persistent human issues;</li><li>• Have learners explain and apply ideas, theories, and modes of inquiry drawn from anthropology and sociology in the examination of persistent issues and social problems.</li></ul>
<p><b>1.2 TIME, CONTINUITY, AND CHANGE</b></p> <p>Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Time, Continuity, and Change.</p>	<p>Candidates:</p> <ul style="list-style-type: none"><li>• Assist learners to understand that historical knowledge and the concept of time are socially influenced constructions that lead historians to be selective in the questions they seek to answer and the evidence they use;</li><li>• Help learners apply key concepts from the study of history — such as time, chronology, causality, change, conflict, and complexity — to explain, analyze, and show connections among patterns of historical change and continuity;</li><li>• Enable learners to identify and describe significant historical periods and patterns of change within and across cultures, including but not limited to, the development of ancient cultures and civilizations, the</li></ul>

	<p>emergence of religious belief systems, the rise of nation-states, and social, economic, and political revolutions;</p> <ul style="list-style-type: none"> <li>• Guide learners in using processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality, and distinguishing between events and developments that are significant from those that are inconsequential;</li> <li>• Provide learners with opportunities to investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment;</li> <li>• Enable learners to apply ideas, theories, and modes of historical inquiry to analyze historical and contemporary developments, and to inform and evaluate actions concerning public policy issues.</li> </ul>
<p><b>1.3 PEOPLE, PLACES, AND ENVIRONMENTS</b></p> <p>Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of People, Places, and Environments.</p>	<p>Candidates:</p> <ul style="list-style-type: none"> <li>• Enable learners to use, interpret, and distinguish various representations of Earth, such as maps, globes and photographs, and to use appropriate geographic tools;</li> <li>• Encourage learners to construct, use, and refine maps and mental maps; calculate distance, scale, area, and density; and organize information about people, places, regions, and environments in a spatial context;</li> <li>• Help learners to locate, distinguish, and describe the relationships among varying regional and global patterns of physical systems such as landforms, climate, and natural resources, and explain changes in the physical systems;</li> <li>• Guide learners in exploring characteristics, distribution, and migration of human populations on Earth’s surface;</li> <li>• Assist learners in describing how people create places that reflect culture, human needs, current values and ideals, and government policies;</li> <li>• Help learners to examine, interpret, and analyze interactions between human beings and their physical environments, and to observe and analyze social and economic effects of environmental changes, both positive and negative;</li> <li>• Challenge learners to consider, compare, and evaluate existing uses of resources and land in communities, regions, countries, and the world;</li> <li>• Help learners explore ways in which Earth’s physical features have changed over time, and describe and assess ways historical events have influenced and been influenced by physical and human geographic features.</li> </ul>
<p><b>1.4 INDIVIDUAL DEVELOPMENT AND</b></p>	<p>Candidates</p>

<p><b>IDENTITY</b></p> <p>Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Individual Development and Identity.</p>	<ul style="list-style-type: none"> <li>• Help learners comprehend and apply concepts, theories, and principles associated with human cognitive, emotional, and personal development;</li> <li>• Enable learners to understand how the development and maturation of the brain and body influence thought and perception.</li> <li>• Assist learners in articulating personal connections to time, place, and social/cultural systems;</li> <li>• Help learners to appreciate and describe the influence of cultures, past and present, upon the daily lives of individuals;</li> <li>• Assist learners to describe how family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self;</li> <li>• Enable learners to apply concepts, inquiry methods, and theories in the study of human growth and development, learning, motivation, behavior, perception, and personality;</li> <li>• Guide learners as they analyze the interactions among ethical, ethnic, national, and cultural factors in specific situations;</li> <li>• Help learners to analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity and on human behavior;</li> <li>• Enable learners to compare and to evaluate the impact of stereotyping, conformity, acts of altruism, discrimination, and other behaviors on individuals and groups;</li> <li>• Help learners understand how individual perceptions develop, vary, and can lead to conflict;</li> <li>• Assist learners as they work independently and cooperatively within groups and institutions to accomplish goals;</li> <li>• Encourage learners to examine factors that contribute to and damage one's mental health and to analyze issues related to mental health and behavioral disorders in contemporary society.</li> </ul>
<p><b>1.5 INDIVIDUALS, GROUPS, AND INSTITUTIONS</b></p> <p>Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Individuals, Groups, and Institutions.</p>	<p>Candidates:</p> <ul style="list-style-type: none"> <li>• Help learners understand the concepts of role, status, and social class and use them in describing the connections and interactions among individuals, groups, and institutions in society;</li> <li>• Help learners analyze groups and calculate the influence of institutions on people, events, and elements of cultures in both historical and contemporary settings;</li> <li>• Help learners understand the various forms institutions take, their functions, their relationships to one another, and explain how they develop and change over time;</li> <li>• Assist learners in identifying and analyzing examples of tensions between expressions of individuality and efforts of groups and institutions to promote social conformity;</li> </ul>

	<ul style="list-style-type: none"> <li>• Enable learners to describe and examine belief systems basic to specific traditions and laws in contemporary and historical societies;</li> <li>• Enable learners to evaluate the role of institutions in furthering both continuity and change;</li> <li>• Guide learner analysis of the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings;</li> <li>• Assist learners as they explain and apply ideas and modes of inquiry drawn from behavioral sciences in the examination of persistent issues and social problems.</li> </ul>
<p><b>1.6 POWER, AUTHORITY, AND GOVERNANCE</b> Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Power, Authority, and Governance.</p>	<p>Candidates:</p> <ul style="list-style-type: none"> <li>• Enable learners to examine the rights and responsibilities of individuals in relation to their families, their social groups, their communities, and their nation;</li> <li>• Help students explain the purpose of government and how its powers are acquired, used, and justified;</li> <li>• Enable learners to examine issues involving the rights, roles, and status of individuals in relation to the general welfare;</li> <li>• Assist learners in describing the ways nations and organizations respond to forces of unity and diversity affecting order and security;</li> <li>• Enable learners to explain conditions, actions, and motivations that contribute to conflict and cooperation within and among nations;</li> <li>• Help learners analyze and explain governmental mechanisms to meet the needs and wants of citizens, regulate territory, manage conflict, and establish order and security;</li> <li>• Help learners identify and explain the basic features of the American political system, and identify leaders of the various levels and branches of government;</li> <li>• Challenge learners to apply concepts such as power, role, status, justice, democratic values, and influence to the examination of persistent issues and social problems;</li> <li>• Help learners explain how governments attempt to achieve their stated ideals at home and abroad.</li> </ul>
<p><b>1.7 PRODUCTION, DISTRIBUTION, AND CONSUMPTION</b> Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Production, Distribution, and Consumption of goods and services.</p>	<p>Candidates:</p> <ul style="list-style-type: none"> <li>• Enable learners to understand how the scarcity of productive resources (human, capital, technological, and natural) requires the development of economic systems to make</li> <li>• decisions about how goods and services are to be produced and distributed;</li> <li>• Help learners analyze the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system;</li> <li>• Help learners compare the costs and benefits to society of allocating goods and services</li> </ul>

	<ul style="list-style-type: none"> <li>• through private and public means;</li> <li>• Assist learners in understanding the relationships among the various economic institutions that comprise economic systems such as households, businesses, financial institutions, government agencies, labor unions, and corporations;</li> <li>• Guide learners in analyzing the roles of specialization and exchange in economic processes;</li> <li>• Assist learners in assessing how values and beliefs influence economic decisions in different societies;</li> <li>• Enable learners to compare economic systems according to how they deal with demand, supply, prices, the role of government, banks, labor and labor unions, savings and investments, and capital;</li> <li>• Challenge learners to apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues;</li> <li>• Enable learners to distinguish between domestic and global economic systems, and explain how the two interact;</li> <li>• Guide learners in the application of economic concepts and principles in the analysis of public issues such as the allocation of health care and the consumption of energy, and in devising economic plans for accomplishing socially desirable outcomes related to such issues;</li> <li>• Help learners critically examine the values and assumptions underlying the theories and models of economics;</li> <li>• Help learners distinguish between economics as a field of inquiry and the economy.</li> </ul>
<p>1.8 SCIENCE, TECHNOLOGY, AND SOCIETY</p> <p>Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Science, Technology, and Society.</p>	<p>Candidates:</p> <ul style="list-style-type: none"> <li>• Enable learners to identify, describe, and examine both current and historical examples of the interaction and interdependence of science, technology, and society in a variety of cultural settings;</li> <li>• Assist learners in making judgments about how science and technology have transformed the physical world and human society as well as our understanding of time, space, place, and human-environment interactions;</li> <li>• Help learners analyze the way in which science and technology influence core societal values, beliefs, and attitudes and how societal attitudes influence scientific and technological endeavors;</li> <li>• Prompt learners to evaluate various policies proposed to deal with social changes resulting from new technologies;</li> <li>• Help learners identify and interpret various perspectives about human societies and the physical world, using scientific knowledge, technologies, and an understanding of ethical standards of this and other</li> </ul>

	<p>cultures;</p> <ul style="list-style-type: none"> <li>• Encourage learners to formulate strategies and develop policy proposals pertaining to science/technology/society issues.</li> </ul>
<p><b>1.9 GLOBAL CONNECTIONS</b> Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Global Connections and Interdependence.</p>	<p>Candidates:</p> <ul style="list-style-type: none"> <li>• Enable learners to explain how interactions among people with different languages, beliefs can facilitate global understanding or cause misunderstanding;</li> <li>• Help learners explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations;</li> <li>• Assist learners in analyzing and evaluating the effects of changing technologies on the global community;</li> <li>• Challenge learners to analyze the causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as those pertaining to human health, security, resource allocation, economic development, and environmental quality;</li> <li>• Guide learner analysis of the relationships and tensions between national sovereignty and global interests in such matters as territorial disputes, economic development, weapons deployment, use of natural resources, and human rights concerns;</li> <li>• Help learners analyze or formulate policy statements that demonstrate an understanding of concerns, standards, issues, and conflicts related to universal human rights;</li> <li>• Help learners describe and evaluate the role of international and multinational organizations in the global arena;</li> <li>• Have learners illustrate how behaviors and decisions of individuals and groups affect and are affected by global systems.</li> </ul>
<p><b>1.10 CIVIC IDEALS AND PRACTICES</b> Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Civic Ideals and Practices.</p>	<p>Candidates:</p> <ul style="list-style-type: none"> <li>• Assist learners in understanding the meaning, origins, and continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, general welfare, domestic peace, and the rule of law;</li> <li>• Guide learner efforts to identify, interpret, analyze, and evaluate sources and examples of citizens' rights and responsibilities;</li> <li>• Help learners locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues — identifying, describing, and evaluating multiple points of view and taking reasoned positions on such issues;</li> <li>• Enable learners to practice forms of civic discussion and participation consistent with the ideals of citizenship in a democratic republic;</li> <li>• Help learners analyze and evaluate the influence of</li> </ul>

	<p>various forms of citizen action on public policy;</p> <ul style="list-style-type: none"> <li>• Prepare learners to analyze a variety of public policies and issues from the perspectives of formal and informal political actors;</li> <li>• Guide learners as they evaluate the effectiveness of public opinion in influencing and shaping public policy development and decision-making;</li> <li>• Encourage learner efforts to evaluate the degree to which public policies and citizen behaviors reflect or foster the stated ideals of a democratic republican form of government;</li> <li>• Help learners to construct reasoned policy statements and action plans to achieve goals related to issues of public concern;</li> <li>• Guide learner participation in civic/political activities to strengthen the “common good,” based upon careful evaluation of possible options for citizen action.</li> </ul>
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**Standard 2 - DISCIPLINARY STANDARDS**

Note: Institutions are expected to address any of Standards 2.1-2.5 only if the license (certificate) for which their teacher candidates are being recommended is for the specific discipline named in the standard. For example, Standard 2.1 must be addressed only if the license (certificate) mentions “history.”

Elements	Indicators
<p><b>2.1 HISTORY</b> Candidates who are to be licensed to teach history at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of history.</p>	<p>Candidates:</p> <ul style="list-style-type: none"> <li>• Assist learners in utilizing chronological thinking so that they can distinguish between past, present, and future time; can place historical narratives in the proper chronological framework; can interpret data presented in time lines and can compare alternative models for periodization;</li> <li>• Enable learners to develop historical comprehension in order that they might reconstruct the literal meaning of a historical passage; identify the central questions addressed in historical narrative; draw upon data in historical maps, charts, and other graphic organizers; and draw upon visual, literary, or musical sources;</li> <li>• Guide learners in practicing skills of historical analysis and interpretation, such as compare and contrast, differentiate between historical facts and interpretations, consider multiple perspectives, analyze cause and effect relationships, compare competing historical narratives, recognize the tentative nature of historical interpretations, and hypothesize the influence of the past;</li> <li>• Help learners understand how historians study history;</li> <li>• Assist learners in developing historical research capabilities that enable them to formulate historical questions, obtain historical data, question historical data, identify the gaps in available records, place records in context, and construct sound historical</li> </ul>

	<p>interpretations;</p> <ul style="list-style-type: none"> <li>• Help learners identify issues and problems in the past, recognize factors contributing to such problems, identify and analyze alternative courses of action, formulate a position or course of action, and evaluate the implementation of that decision;</li> <li>• Assist learners in acquiring knowledge of historical content in United States history in order to ask large and searching questions that compare patterns of continuity and change in the history and values of the many peoples who have contributed to the development of the continent of North America;</li> <li>• Guide learners in acquiring knowledge of the history and values of diverse civilizations throughout the world, including those of the West, and in comparing patterns of continuity and change in different parts of the world;</li> <li>• Enable learners to develop historical understanding through the avenues of social, political, economic, and cultural history and the history of science and technology.</li> </ul>
<p><b>2.2 GEOGRAPHY</b> Candidates who are to be licensed to teach geography at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of geography.</p>	<p>Candidates:</p> <ul style="list-style-type: none"> <li>• Help learners use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective;</li> <li>• Enable learners to use mental maps to organize information about people, places, and environments in a spatial context;</li> <li>• Assist learners to analyze the spatial information about people, places, and environments on Earth’s surface;</li> <li>• Help learners to understand the physical and human characteristics of places;</li> <li>• Assist learners in developing the concept of regions as a means to interpret Earth’s complexity;</li> <li>• Enable learners to understand how culture and experience influence people’s perceptions of places and regions;</li> <li>• Help learners understand and analyze the physical processes that shape Earth’s surface;</li> <li>• Challenge learners to consider the characteristics and spatial distribution of ecosystems on Earth’s surface;</li> <li>• Guide learners in exploring the characteristics, distribution, and migration of human populations on Earth’s surface;</li> <li>• Help learners understand and analyze the characteristics, distribution, and complexity of Earth’s cultural mosaics;</li> <li>• Assist learner exploration of the patterns and networks of economic interdependence on Earth’s surface;</li> <li>• Enable learners to describe the processes, patterns, and functions of human settlement;</li> <li>• Challenge learners to examine how the forces of cooperation and conflict among people influence the</li> </ul>

	<p>division and control of Earth's surface;</p> <ul style="list-style-type: none"> <li>• Help learners see how human actions modify the physical environment;</li> <li>• Enable learners to analyze how physical systems affect human systems;</li> <li>• Challenge learners to examine the changes that occur in the meaning, use, distribution, and importance of resources;</li> <li>• Help learners apply geography to interpret the past and present and to plan for the future;</li> <li>• Enhance learners' abilities to ask questions and to acquire, organize, and analyze geographic information so they can answer geographic questions as they engage in the study of substantive geographic content.</li> </ul>
<p><b>2.3 CIVICS AND GOVERNMENT</b> Candidates who are to be licensed to teach civics and/or government at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of civics and government.</p>	<p>Candidates:</p> <ul style="list-style-type: none"> <li>• Assist learners in developing an understanding of civic life, politics, and government so that the learners can explain the origins of governmental authority, recognize the need for government, and identify the crucial functions of government, including laws and rules;</li> <li>• Enable learners to evaluate rules and laws, differentiate between limited and unlimited government, and justify the need for limitations on governmental power;</li> <li>• Guide learners as they explore American democracy, including the American idea of constitutional government, the impact of the distinctive characteristics of American society on our government, the nature of the American political culture, and the values and principles that are basic to American life and government;</li> <li>• Help learners understand how the government of the United States operates under the Constitution and the purposes, values, and principles of American democracy, including the ideas of distributed, shared, and limited powers of government; how the national, state, and local governments are organized; and the place of law in the system;</li> <li>• Enable learners to understand the relationship of the United States to other nations and to world affairs;</li> <li>• Assist learners in developing an understanding of citizenship, its rights and responsibilities, and in developing their abilities and dispositions to participate effectively in civic life;</li> <li>• Insure that learners are made aware of the full range of opportunities to participate as citizens in the American democracy and of their responsibilities for doing so.</li> </ul>
<p><b>2.4 ECONOMICS</b> Candidates who are to be licensed to teach economics at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the</p>	<p>Candidates should know and demonstrate an in-depth understanding of the following concepts:</p> <ul style="list-style-type: none"> <li>• Productive resources are limited. Therefore, people cannot have all the goods and services that they want; as a result, they must choose some things and give up others.</li> </ul>

appropriate school level for the study of economics.

- Effective decision making requires comparing the additional costs of alternatives with the additional benefits. Most choices involve doing a little more or a little less of something; few choices are all or nothing decisions.
- Different methods can be used to allocate goods and services. People, acting individually or collectively through government, must choose which methods to use to allocate different kinds of goods and services.
- People respond predictably to positive and negative incentives.
- Voluntary exchange occurs only when all parties expect to gain. This is true for trade among individuals or organizations within a nation, or among individuals or organizations in different nations.
- When individuals, regions, and nations specialize in what they can produce at the lowest cost and then trade with others, both production and consumption increase.
- Markets exist when buyers and sellers interact. This interaction determines market prices and thereby allocates scarce goods and services.
- Prices send signals and provide incentives to buyers and sellers. When supply and demand change, market prices adjust, affecting incentives.
- Competition among sellers lowers costs and prices, encouraging producers to produce more of what consumers are willing and able to buy. Competition among buyers increases prices and allocates goods and services to those people who are willing and able to pay the most for them.
- Institutions evolve in market economies to help individuals and groups accomplish their goals. Banks, labor unions, corporations, legal systems, and not-for-profit organizations are examples of important institutions.
- Money makes it easier to trade, borrow, save, invest, and compare the value of goods and services.
- Interest rates, adjusted for inflation, rise and fall to balance the amount saved with the amount borrowed, thus affecting the allocation of scarce resources between present and future users.
- Income for most people is determined by the market value of the productive resources they sell. What workers earn depends, primarily, on the market value of what they produce and how productive they are.
- Entrepreneurs are people who take the risks of organizing productive resources to
  - make goods and services. Profit is an important incentive that leads entrepreneurs to
  - accept the risks of business failure.
  - Investment in factories, machinery, and new technology, and in the health, education,
  - and training of people can raise future standards of living.

	<ul style="list-style-type: none"> <li>• There is an economic role for government to play in a market economy whenever the benefits of a government policy outweigh its costs. Governments often provide for national defense, address environmental concerns, define and protect property rights, and attempt to make markets more competitive. Most government policies also redistribute income.</li> <li>• Costs of government policies sometimes exceed benefits. This may occur because of incentives facing voters, government officials, and government employees; because of actions by special interest groups that can impose costs on the general public; or because social goals other than economic efficiency are being pursued.</li> <li>• Cost and benefit analysis is complex and involves placing value in both tangible and intangible factors when making policy decisions.</li> <li>• A nation's overall levels of income, employment, and prices are determined by the interaction of spending and production decisions made by all households, firms, government agencies, and others in the economy.</li> <li>• Unemployment imposes significant personal costs on individuals and families. It can also place a heavy burden on governments. Unexpected inflation imposes costs on many people and benefits some others because it arbitrarily redistributes purchasing power.</li> <li>• In the United States, federal government budgetary policy and the Federal Reserve System's monetary policy influence the overall levels of employment, output, and prices.</li> <li>• The assumptions and values on which economic theory and public policy are based require careful analysis.</li> </ul>
<p>2.5 PSYCHOLOGY</p> <p>Candidates who are to be licensed to teach psychology at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of psychology.</p>	<p>Candidates:</p> <ul style="list-style-type: none"> <li>• Assist learners in comprehending and applying concepts, theories, and principles associated with human perception and cognition; emotional, social, and personal development; and growth and change;</li> <li>• Help learners understand human thinking, memory, perception, learning, development, and behavior;</li> <li>• Assist learners in comprehending factors associated with human adjustment and coping behaviors in various situations, during different stages of life, and in respect to particular personal and environmental situations;</li> <li>• Help learners consider how such factors as memory, thinking, beliefs, emotions, personality, perceptions, attitude, and abilities affect people's decisions and actions at any particular moment;</li> <li>• Enable learners to examine factors associated with the construction, revision, and use of self-concepts and identity and how these may affect an individual's thinking, feelings, decisions, and actions toward self, others, and the world;</li> </ul>

	<ul style="list-style-type: none"> <li>• Assist learner examination of factors that may have contributed to their own self-concepts and identity, including how their family, groups, peers, and communities may have been among those factors;</li> <li>• Enable learners to examine and comprehend factors associated with personality and individual differences and how personality and individual differences may be described, classified, assessed, and interpreted;</li> <li>• Assist learners to examine, comprehend, and apply ideas associated with mental and emotional health as well as psychological disorders, including factors contributing to such disorders and their treatment;</li> <li>• Enable learners to understand interconnections between themselves and particular situations, places, time, events, and social/cultural environments and systems that may influence them as well as be influenced by them;</li> <li>• Insure that learners comprehend, consider the advantages and disadvantages of, and apply concepts, principles, and procedures for conducting, monitoring, and interpreting psychological research activities;</li> <li>• Insure that learners understand and can apply the codes of ethics accepted by psychologists regarding the conduct of research on human and animal subjects and the reporting of research findings;</li> <li>• Enable students to engage in preliminary behavioral science research, using various research paradigms and perspectives.</li> </ul>
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**Standard 3 - PEDAGOGICAL STANDARDS FOR INITIAL LICENSURE**

Due to the complexity and the interdisciplinary nature of the social studies, candidate needs are best met when their experiences include the following.

Elements	Indicators
<p><b>3.1 COURSE OR COURSES ON TEACHING SOCIAL STUDIES</b>            Institutions preparing social studies teachers should provide and require prospective social studies teachers to complete a course or courses that focus on the pedagogical content knowledge that deals specifically with the nature of the social studies and with ideas, strategies, and techniques for teaching social studies at the appropriate licensure level.</p>	<p>Instruction should:</p> <ul style="list-style-type: none"> <li>• Be specific to the teaching of social studies and the disciplines from which social studies content is drawn;</li> <li>• Engage teacher candidates in an analysis of the purposes of social studies, how to select content appropriate to those purposes, and how to assess student learning in terms of social studies goals.</li> <li>• Enable teacher candidates to select, integrate, and translate the content and methods of investigation of history and the social science disciplines for use in social studies instruction;</li> <li>• Prepare teacher candidates to use a variety of approaches to instruction that are appropriate to the nature of social studies content and goals and to use them in diverse settings and with students with diverse backgrounds, interests, and abilities;</li> </ul>

	<ul style="list-style-type: none"> <li>• Be taught by instructors whose professional experience and education through the graduate level is appropriate both to the content and goals of social studies and to the level of licensure.</li> </ul>
<p><b>3.2 QUALIFIED SOCIAL STUDIES FACULTY Standards</b></p> <p>Institutions preparing social studies teachers should provide faculty in the social studies and social studies education components of the program who are recognized as (a) exemplary teachers, (b) scholars in the fields of social studies and social studies education, and (c) informed about middle and secondary school classrooms and teaching.</p>	<p>The faculty should:</p> <ul style="list-style-type: none"> <li>• Demonstrate teaching that models exemplary practice for their teacher candidate students;</li> <li>• Include those who have had successful middle or secondary school teaching experience in social studies as well as continuing close relationships with these schools;</li> <li>• Include social studies education specialists who comparably qualified for their social studies education roles.</li> </ul>