

SECONDARY SOCIAL SCIENCE EDUCATION

STANDARDS

The Candidate:

DIVERSITY & POSITIVE TRANSFORMATION

Disciplinary Foundations (SOE) Demonstrates interpretive, normative, critical understanding of educational phenomenon and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (anthropology of education, history of education, philosophy of education, psychology of education and sociology of education.).

Transformation (SOE) . Demonstrates understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.

Identity Development (SOE) . Understands the dynamic nature of identity development and maintain the role of individual agency in bringing about personal and social transformation.

Understanding Differences (SOE) . Understands the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and understand pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of difference

MULTIPLE PERSPECTIVES & INQUIRY, THEORY, AND PRACTICE

Culture and Cultural Diversity (IPT 1, NCSS 1.1, ISBE Core SS 16, 22, 28). Demonstrates the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of culture and cultural diversity.

Time, Continuity, and Change (IPT 1, NCSS 1.2, ISBE Core SS 14, 15, 16, 17, 18, 19, 20). Demonstrates the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of time, continuity, and change, including Illinois history.

People, Places, and Environment (IPT 1, NCSS 1.3, ISBE Core LS 21, 22, 23, 24, 25, 26). Demonstrates the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of people, places, and environment, including Illinois geography.

Individual Development and Identity (IPT 1, NCSS 1.4, ISBE Core SS 27). Demonstrates the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individual development and identity.

Individuals, Groups and Institutions (IPT 1, NCSS 1.5, ISBE Core SS 28). Demonstrates the knowledge,

capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individuals, groups, and institutions.

Power, Authority, and Governance (IPTS 1, NCSS 1.6, ISBE Core 4, 5, 6, 7). Demonstrates the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of power, authority and governance, including Illinois government.

Production, Distribution, and Consumption (IPTS 1, NCSS 1.7, ISBE Core SS 10, 11, 12, 13). Demonstrates the knowledge, capabilities, and disposition to organize and provide instruction at the appropriate school level for the study of production, distribution, and consumption, including Illinois economics.

Science, Technology and Society (IPTS 1, NCSS 1.8, ISBE Core SS 25). Demonstrates the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of science, technology and society.

Global Connections (IPTS 1, NCSS 1.9, ISBE Core ss 9, 26). Demonstrates the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of global connections.

Civic Ideals and Practices (IPTS 1, NCSS 1.10, ISBE Core SS 8). Demonstrates the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of civic ideals and practices, including Illinois civics.

Content Knowledge in the Major (IPTS 1, NCSS 2.1, 2.2, ISBE History 1, 2, 3, 4, 5, 7, 8). Demonstrates the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of the major (history or geography) including Illinois history or geography.

Human Development and Learning (IPTS 2). Understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

Diverse Students (IPTS 3). Understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Learning Environment (IPTS 5). Uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Planning for Instruction. (IPTS 4, ISBE Core SS 1, 2, 3). Plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Instructional Delivery (IPTS 6). Uses a variety of instructional skills and strategies to encourage students' development of critical thinking, problem solving, and performance skills in the social sciences.

Classroom Communication (IPTS 7). Uses knowledge of effective verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and engagement in the classroom.

Assessment (IPTS 8). Understands and uses formal and informal assessment strategies to evaluate and ensure

the continuous intellectual, social and physical development of the learner.

Disabilities (ISBE core). Implements appropriate assessment and instruction that supports students with disabilities in mainstream/inclusive settings.

Technology I (ISBE core). As appropriate for the discipline, enables students to learn about and to use technology.

Technology II (ISBE core). Understands and uses technology to enhance his/her teaching

Language Arts: Literacy Techniques & Strategies (ISBE Core LA 1). Knows a broad range of literacy techniques and strategies for every aspect of communication and must be able to develop each student's ability to read, write, speak and listen to his or her potential within the demands of the discipline

Language Arts: Modeling Literacy Skills (ISBE Core LA 2). Models effective reading, writing, speaking, and listening skills during both direct and indirect instructional activities

Language Arts: Instruction & Improvement (ISBE Core LA 3). provides a variety of instructional strategies, constructive feedback, criticism, and improvement strategies to help students improve oral and written language skills

Secondary Content Area Reading (ISBE math, science, social sci). Understands the process of reading and demonstrates instructional abilities to teach reading in the discipline (math, science, social science & visual arts).

For T&L Students

Inquiry (SOE) . Undertakes independent inquiry and use technology as one tool to assist him or her in the overall inquiry process

PERSONALISM, PROFESSIONALISM, & LIFE-LONG LEARNING

Collaboration (IPT 9). Fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Reflection and Professional Growth (IPT 10). Is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Professional Conduct (IPT 11). Understands education as a profession, maintains standards of professional conduct, and provides leadership to improve student learning and well-being