

# Internship: Social Studies Education

<p><b>SECTION I: PEDAGOGY</b></p> <p><b>1. PLANS CURRICULUM AND INSTRUCTION BASED ON KNOWLEDGE OF STUDENTS, SUBJECT MATTER, AND CURRICULUM GOALS. (ED 610.02 C2; INTASC 7; KNOWLEDGE)</b></p>	<p>Does not meet Target: In planning curriculum, does not integrate knowledge of students, subject matter, and curriculum goals. In planning instruction, does not integrate knowledge of students, subject matter, and curriculum goals. Knowledge of students, subject matter, and/or curriculum goals is limited.</p>	<p>Approaching Target: In planning curriculum, integrates knowledge of students, subject matter, and curriculum goals to some extent. In planning instruction, integrates knowledge of students, subject matter, and curriculum goals to some extent. Demonstrates good general knowledge of students, subject matter, and/or curriculum goals.</p>	<p>Target: In planning curriculum, consistently draws on and integrates knowledge of students, subject matter, and curriculum goals. In planning instruction, consistently draws on and integrates knowledge of students, subject matter, and curriculum goals. Demonstrates extensive knowledge of students, subject matter, and curriculum goals.</p>
<p><b>2. INDIVIDUALIZES INSTRUCTION BASED ON THE NEEDS OF DIVERSE LEARNERS. (ED 610.02 A1; INTASC 1; KNOWLEDGE)</b></p>	<p>Does not meet Target: Does not apply an understanding of how individual students learn the content. Pays no attention to individualizing instruction to address student differences but provides same instruction and experiences for all students. Ignores students having difficulty learning or blames them for failing to understand. Does not provide learning experiences that challenge or engage individual learners.</p>	<p>Approaching Target: Applies a growing understanding of how individual students learn the content. Attempts to incorporate knowledge of individual students and adapts instruction to meet their needs. Persists in assisting students who are having difficulty learning. Seeks to provide challenging and engaging learning experiences for individual learners but is inconsistent in doing so.</p>	<p>Target: Regularly applies an understanding of how individual students learn the content. Is sensitive and attentive to differences in students' learning and addresses these in individualized instruction. Persists in ensuring the success of all students, including those who are having difficulty learning. Consistently provides challenges and engaging learning experiences for all individuals.</p>
<p><b>3. USES A REPERTOIRE OF EFFECTIVE TEACHING STRATEGIES APPROPRIATE TO THE LEARNER(S), CONTENT, AND LEARNING GOALS. (ED 610.02 A1, A2,C3; INTASC 1,2,8; KNOWLEDGE)</b></p>	<p>Does not meet Target: Relies heavily on one or two teaching strategies, primarily direct instruction. Does not select teaching strategies that match the needs of the learner, the content, or the learning goals.</p>	<p>Approaching Target: Uses a variety of teaching strategies. Attempts to select teaching strategies that match the needs of the learner, the content, and the learning goals, but sometimes misses opportunities to do so or selects inappropriately.</p>	<p>Target: Regularly and effectively uses a variety of teaching strategies. Strategies are well-chosen to match the needs of the learners, the content, and the learning goals.</p>

<p><b>4. PROMOTES STUDENTS' ACTIVE ENGAGEMENT IN LEARNING. (ED 610.02 A3, C3; INTASC 3,8; HOLISM)</b></p>	<p>Does not meet Target: Does not intellectually engage students in significant learning as a result of inappropriate activities, materials, or content delivery. Seldom involves students in discussion or questioning and is unable to draw upon student ideas to extend their thinking. Provides few opportunities for students to interact with materials or classmates. Makes few or no attempts to relate the content to students' lives and interests.</p>	<p>Approaching Target: Generally engages students in learning with appropriate activities, materials, and delivery of content. Involves students in discussion and questioning, with most students participating. Provides frequent opportunities for students to engage with materials and classmates. Frequently relates the content to students' lives and interests but may miss opportunities to do this more regularly.</p>	<p>Target: Actively engages students in significant learning with meaningful activities, materials, and content. Use of questioning and discussion reflect true interaction with all students participating. Regularly provides opportunities for students to engage with materials and classmates. Meaningfully relates the content to students' lives and interests.</p>
<p><b>5. USES A VARIETY OF ASSESSMENT STRATEGIES TO INFORM INSTRUCTION. (ED 610.02 C1; INTASC 6; KNOWLEDGE)</b></p>	<p>Does not meet Target: Does not assess student learning regularly or have an assessment plan. Uses only one type of assessment strategy (e.g., tests). Assessment is arbitrary and not connected to instruction and/or learning. Does not make expectations clear for students and students are not sure about how they will be assessed. Provides little or no written or verbal feedback to students, or feedback is perfunctory or not given in a timely manner. Feedback does not encourage student persistence.</p>	<p>Approaching Target: Prepares lessons and activities that include plans for assessing student learning. Uses a combination of informal and formal assessment strategies. Connects assessment to instruction and/or learning goals. Gives students a general awareness of how they will be assessed but may need to provide additional explanation or clarification of expectations. Provides frequent and timely written and verbal feedback for students. Feedback is generally meaningful and encourages student learning.</p>	<p>Target: Routinely integrates assessment of student learning into lessons and throughout daily activities. Comfortably uses a variety of informal and formal assessment strategies, with an emphasis on authentic assessment. Designs and uses assessments to enhance his/her knowledge of students and inform instruction. Provides students with clear expectations and criteria for assessment. Consistently provides frequent, timely, and meaningful written and verbal feedback for students that fosters student learning.</p>

<p><b>6. USES TECHNOLOGY EFFECTIVELY TO SUPPORT TEACHING AND LEARNING. (ED 610.02 C2; INTASC 7; KNOWLEDGE)</b></p>	<p>Does not meet Target: Does not use any form of technology to support teaching and learning or uses it in ways that are meaningless or ineffective.</p>	<p>Approaching Target: Uses technology effectively during teaching to present information and enhance and extend lessons. Uses technology, including Intern resources, to research and prepare lessons and learning experiences.</p>	<p>Target: Effectively enhances his or her own and the students' learning by using technology in appropriate and meaningful ways. Uses technology in ways that support authentic assessment. Uses technology to locate resources and enhance own understanding of content. Uses technology to manage professional data. Assists students in using technology effectively and appropriately.</p>
<p><b>7. USES INSTRUCTIONAL TIME EFFECTIVELY. (ED 610.02 C3; INTASC 8; KNOWLEDGE)</b></p>	<p>Does not meet Target: Wastes instructional time with meaningless activities or repetitions of ineffective directions. Pacing is poor and not responsive to students. Provides excessive "down time" or social time. Ends class or lesson early or does not complete lesson.</p>	<p>Approaching Target: Generally uses instructional time effectively, though some time may be spent on clarifying directions or expectations. Pacing is suitable for students. Flow of learning is sometimes disrupted in order to accomplish routine tasks.</p>	<p>Target: Structures and paces instructional time effectively and in response to student needs. Demonstrates economy of time by accomplishing routine tasks in ways which do not disrupt the flow of learning. Use of instructional time has a positive impact on student learning</p>
<p><b>8. POSITIVELY AFFECTS STUDENTS' LEARNING. (ED 610.02 C1; INTASC 6; KNOWLEDGE)</b></p>	<p>Does not meet Target: Intern's ineffectiveness is demonstrated based on assessment data that illustrates there is a general lack of student progress toward learning goals.</p>	<p>Approaching Target: Intern's effectiveness is demonstrated based on assessment data that illustrates evidence of sustained progress among some students toward learning goals.</p>	<p>Target: Intern's effectiveness is demonstrated based on assessment data that illustrates evidence of sustained progress among all students toward learning goals.</p>

<p><b>SECTION II: CLASSROOM ATMOSPHERE</b>  <b>1. CREATES A CLASSROOM COMMUNITY THAT FOSTERS STUDENTS' INTELLECTUAL, SOCIAL, AND PERSONAL DEVELOPMENT. (ED 610.02 A3; INTASC 3; HOLISM)</b></p>	<p>Does not meet Target:  Does not demonstrate warmth or sensitivity toward students. Does not make students feel safe or respected. Allows inappropriate comments or actions. Is not responsive to student interests, questions, or concerns. Does not see the connection between positive relationships and teaching and learning. Does not attempt to build positive relationships with and among students.</p>	<p>Approaching Target:  Demonstrates genuine warmth and caring for students. Creates a learning environment that promotes respect for individual differences of ethnicity, race, language, culture, gender, and ability. Is aware of but responds inconsistently to student interests, questions, or concerns. Recognizes that positive interactions with and among students are essential for good teaching and learning and attempts to build positive relationships with and among students.</p>	<p>Target:  Demonstrates genuine warmth and caring for students and treats them as individuals worthy of respect. Creates a learning environment that promotes respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability. Is highly responsive to student interests, questions, and concerns. Understands that positive interactions with and among students are essential for good teaching and learning and builds positive relationships with and among students.</p>
<p><b>2. SETS HIGH EXPECTATIONS AND FACILITATES ALL STUDENTS' ACHIEVEMENT OF EXPECTATIONS. (ED 610.02 A3; INTASC 3; KNOWLEDGE, HOLISM)</b></p>	<p>Does not meet Target:  Does not provide equal access to instruction and learning for all students and fails to promote individual self-worth. Does not foster a classroom culture for learning and demonstrates low expectations for student achievement. Demonstrates low commitment to the content and to students' satisfaction in their work.</p>	<p>Approaching Target:  Provides equal access to instruction and learning for all students and conveys the attitude that all students are important and have a right to learning opportunities and attention. Establishes a positive classroom culture for learning and sets high expectations for student learning. Displays interest in the content. Encourages students' persistence and satisfaction in their work.</p>	<p>Target:  Ensures that all students have equal access to instruction and learning. Demonstrates that the self-worth of the students is important to him/her and makes all students feel valued. Demonstrates a high degree of interest in the content and commitment to individual students' achievement of high expectations. Encourages students' persistence and pride in their work.</p>

<p><b>3. USES CLASSROOM MANAGEMENT AND DISCIPLINE STRATEGIES TO CREATE AN ENVIRONMENT CONDUCTIVE TO LEARNING. (ED 610.02 C3; INTASC 8; HOLISM)</b></p>	<p>Does not meet Target: Does not establish or effectively follow classroom routines and procedures. Manages group or transition times inappropriately or unproductively. Displays favoritism or a lack of sensitivity to the needs of individual students. Uses ineffective classroom management techniques, overly harsh or overly lax, and applies them inconsistently. Often appears to be overwhelmed by classroom management or ignores behavior issues that crop up.</p>	<p>Approaching Target: Establishes and follows efficient and effective routines and procedures. Manages group and transition times appropriately. Tries to be sensitive to the needs of individual students but may rely heavily on one-size-fits-all discipline techniques. Treats all students fairly. May lack confidence in his/her classroom management and be dependent on the classroom teacher to address problem behaviors.</p>	<p>Target: Establishes and follows routines and procedures that are designed to support student learning. Manages group and transition times effectively to make optimal use of instructional time. Uses fair, effective and responsive classroom management techniques. Takes a proactive rather than reactive approach to problem behaviors and is sensitive to the needs of individual students. Displays justifiable confidence in his/her classroom management.</p>
<p><b>SECTION III: REFLECTIVE PRACTICE</b></p> <p><b>1. REFLECTS ON AND EVALUATES THE EFFECTS OF HIS/HER PEDAGOGICAL CHOICES AND ACTIONS ON STUDENTS' LEARNING. (ED 610.02 D1; INTASC 9; KNOWLEDGE)</b></p>	<p>Does not meet Target: Does not reflect on or evaluate the effects of his/her pedagogical choices and actions on students, or these reflections are inaccurate. Is unable to propose ideas for improving instruction. Does not take responsibility for student learning, but attributes success and failure of students to outside factors.</p>	<p>Approaching Target: Reflections on the effects of his/her pedagogical choices and actions are generally accurate. Can identify and implement general strategies for improving instruction. Takes responsibility for success of students but often attributes failures to other factors.</p>	<p>Target: Critiques own teaching accurately and perceptively, set relevant and specific goals, and implements needed changes. Regards difficulties as problems to be solved and takes a researcher's stance in approaching difficulties.</p>
<p><b>2. REFLECTS ON AND EVALUATES THE RESULTS OF STUDENT ASSESSMENT AND USES INFORMATION TO INFORM INSTRUCTION. (ED 610.02 C1, D1; INTASC 6,9; KNOWLEDGE)</b></p>	<p>Does not meet Target: Demonstrates limited or no use of reflective practice during student assessment.</p>	<p>Approaching Target: Demonstrates use of a reflective practice during student assessment. Assesses student performance, reflects and uses student assessment data to inform instruction. Identifies specific strategies for working with students who are not meeting learning goals.</p>	<p>Target: Demonstrates use of a reflective practice during student assessment. Assesses student performance, reflects and uses student assessment data to inform instruction. Identifies specific strategies for working with students who are not meeting learning goals; re-assesses; reflects and uses student assessment data to inform new instruction (Reflective Cycle).</p>

<p><b>SECTION IV: PROFESSIONALISM 1. COMMUNICATION (ED 610.02 C3; INTASC 8; KNOWLEDGE)</b></p>	<p>Does not meet Target: Verbal and nonverbal communication (body language, facial expressions) often conveys lack of interest or disrespect for the audience. Written and/or oral communication does not model standard English or is unclear or inappropriate for the audience.</p>	<p>Approaching Target: Verbal and nonverbal communication (body language, facial expressions) is respectful but does not always convey interest in the audience. Oral and written communication conforms to standard English and is usually appropriate to the audience but may sometimes require additional explanations or revisions.</p>	<p>Target: Verbal and nonverbal communication (body language, facial expressions) consistently conveys interest in and respect for the audience (students, colleagues, parents, administrators). Oral and written communications conform to standard English and are clear, accurate, and expressive and appropriate to the audience.</p>
<p><b>2. PARTNERSHIPS (ED 610.02 D2; INTASC 10; COLLABORATION)</b></p>	<p>Does not meet Target: Does not seek out opportunities to interact or collaborate with school colleagues. Interactions with school personnel are negative or self-serving. Does not seek involvement in school and/or district projects and initiatives.</p>	<p>Approaching Target: Interactions/collaborations with school staff, parents and others are respectful and professional. Actively and productively participates in school and district projects and initiatives when invited.</p>	<p>Target: Interactions/collaborations with school staff, parents and others are respectful and professional. Takes initiative to actively and productively participate in school and district projects and initiatives.</p>
<p><b>3. PROFESSIONAL DEVELOPMENT (ED 610.02 D1; INTASC 9; COMMITMENT)</b></p>	<p>Does not meet Target: Does not seek feedback and/or responds defensively when it is offered. Does not participate in professional development activities or participates reluctantly. Does not utilize available resources. Expresses limited commitment to the profession, and does not articulate any professional goals</p>	<p>Approaching Target: Accepts feedback but does not always seek it out or respond appropriately. Makes some efforts to improve professional practice and participates in professional development activities, mostly on recommendation of others. Is aware of available resources but uses them inconsistently. Expresses interest in the profession and can describe general professional goals.</p>	<p>Target: Seeks, accepts, and responds to feedback appropriately. Makes continuous efforts to improve professional practice, including using available resources (e.g., colleagues, literature). Demonstrates a commitment to the profession: seeks out and participates in professional development activities; joins professional association; and attends professional conferences, if possible. Establishes a realistic plan for continued professional growth.</p>

<p><b>4. PROFESSIONAL PRESENTATION (ED 610.02 D2, INTASC 9; COMMITMENT)</b></p>	<p>Does not meet Target: Has irregular work habits. Is often late or does not meet commitments. Needs continual prompting from Mentor Teacher or supervisor to carry out responsibilities. Appears to have little self-confidence or interest in teaching and may appear disengaged. Displays a lack of professionalism in dress, attitude, and/or behaviors and lack of self-awareness of how his/her demeanor appears to others.</p>	<p>Approaching Target: Is usually well-prepared and organized. Is punctual and dependable but needs some encouragement to be resourceful and flexible. Carries out responsibilities with occasional prompting from Mentor Teacher or supervisor. Is generally confident about teaching and engaged in his/her responsibilities. Displays appropriate dress, attitude, and behaviors and is aware of the effect of his/her demeanor on others.</p>	<p>Target: Is consistently well-prepared and organized. Is punctual, dependable, resourceful, and flexible. Carries out responsibilities on own initiative. Is poised and confident and fully engaged in his/her responsibilities. Is self-aware and conveys a professional demeanor through his/her dress, attitude, and behaviors.</p>
<p><b>5. ADHERES TO SCHOOL AND DISTRICT POLICIES AND PROCEDURES. (ED 610.02 D1; INTASC 9; COMMITMENT)</b></p>	<p>Does not meet Target: Is not aware of school and district policies regarding such matters as dress, mandated reporting, maintenance of records, etc., or, if aware, does not adhere to these policies. Does not take the initiative to learn more about school and district policies and procedures. Does not comply with school policies, nor does s/he encourage students to comply with school policies.</p>	<p>Approaching Target: Demonstrates awareness of school and district policies and procedures and knows how to access them. Usually knows when it is appropriate to consult school and district policies and procedures before acting but may need reminding. Complies with school policies and encourages students to comply with school policies.</p>	<p>Target: Takes the initiative to find out about policies and procedures. Is knowledgeable about school and district policies and procedures and knows how to access them. Consults school and district policies and procedures when in doubt about the interpretation of a policy. Complies with school policies. Encourages students to comply with school policies and assists students in understanding the reasons for policies and procedures.</p>

<p><b>6. DEMONSTRATES ETHICAL BEHAVIOR. (ED 610 .02 D1; INTASC 9; COMMITMENT, HOLISM)</b></p>	<p>Does not meet Target: Does not maintain confidentiality. Shows little or no awareness of ethical standards and does not consider ethical aspects of decision-making. Appears to have few resources for dealing with ethical issues and makes these decisions haphazardly. Does not consistently take responsibility for own actions, but often blames others. Often puts own self-interest above the interest of the students and school community.</p>	<p>Approaching Target: Maintains confidentiality. Shows awareness of privacy needs of students, families, and colleagues. Is aware of ethical standards and considers these in making decisions and responding to ethical issues but needs guidance from Mentor Teacher or supervisor. Shows awareness of possible consequences of his/her decisions and actions and accepts responsibility for them. Behaves ethically and shows concern for the well-being of students, families, and colleagues.</p>	<p>Target: Maintains confidentiality and respects the privacy needs and concerns of students, families, and colleagues. Is sensitive to ethical issues and considers ethical standards in making decisions and responding to ethical issues. Follows a thoughtful and systematic process in identifying and responding to ethical dilemmas. Takes responsibility for his/her decisions and actions and their consequences. Behaves ethically and in the best interests of students, families, and colleagues.</p>
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<p><b>SECTION V: SOCIAL STUDIES CONTENT (ED 612; INTASC 4, 5)</b> <b>1. CULTURAL DIVERSITY: INTERN DEMONSTRATES THE KNOWLEDGE, CAPABILITIES, AND DISPOSITIONS TO ORGANIZE AND PROVIDE INSTRUCTION AT THE APPROPRIATE SCHOOL LEVEL FOR THE STUDY OF CULTURE AND CULTURAL DIVERSITY THROUGH THE RELATED CONCEPTS OF THE FIELDS OF ANTHROPOLOGY, SOCIOLOGY, AND CULTURAL GEOGRAPHY.</b> <b>A. ENABLES LEARNERS TO ANALYZE AND EXPLAIN THE WAYS THAT GROUPS, SOCIETIES, AND CULTURES ADDRESS HUMAN NEEDS AND CONCERNS.</b></p>	<p>Does not meet Target: Does not encourage learners to compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental and social change. Provide students with limited opportunity to develop an understanding of the function and interaction of social constructs (such as language, literature, the arts, traditions, beliefs and values, and behavioral patterns).</p>	<p>Approaching Target: Encourages learners to compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental and social change. Occasionally assists students in developing an understanding of the function and interaction of social constructs (such as language, literature, the arts, traditions, beliefs and values, and behavioral patterns).</p>	<p>Target: Encourages learners multiple opportunities to compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental and social change. Assists students in developing an understanding and providing explanation of the function and interaction of social constructs (such as language, literature, the arts, traditions, beliefs and values, and behavioral patterns) while developing an understanding of the integrated whole.</p>
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**1B. ENGAGES STUDENTS TO UNDERSTAND THE IMPORTANCE OF CULTURAL UNITY AND DIVERSITY WITHIN AND ACROSS GROUPS.**

Does not meet Target:  
Fails to encourage learners to predict how data and experiences may be interpreted by people of diverse cultural perspectives and frames of references. Provides limited opportunity for learners to identify examples of values and/or attitudes that contribute or pose obstacles to cross-cultural understanding. Provides inadequate, incomplete, or inaccurate instruction in the ideas, theories, and modes of inquiry drawn from anthropology and/or sociology in the examination of persistent issues and social problems.

Approaching Target:  
Guides learners in predicting how data and experiences may be interpreted by people of diverse cultural perspectives and frames of references. Provides some opportunity for learners to identify examples of values and/or attitudes that contribute or pose obstacles to cross-cultural understanding. Instructs students in the ideas, theories, and modes of inquiry drawn from anthropology and/or sociology in the examination of persistent issues and social problems.

Target:  
Encourages learners to predict how varying data and experiences may be interpreted by people of diverse cultural perspectives and frames of references. Provides regular opportunity for learners to identify examples of values and/or attitudes that contribute or pose obstacles to cross-cultural understanding. Encourages students to utilize and apply the ideas, theories, and modes of inquiry drawn from anthropology and/or sociology in the examination of persistent issues and social problems.

**2. TIME, CONTINUITY, AND CHANGE: INTERN DEMONSTRATES THE KNOWLEDGE, CAPABILITIES, AND DISPOSITIONS TO ORGANIZE AND PROVIDE INSTRUCTION AT THE APPROPRIATE SCHOOL LEVEL FOR THE STUDY OF TIME, CONTINUITY, AND CHANGE THROUGH THE RELATED CONCEPTS OF THE FIELD OF HISTORY.  
A. DEMONSTRATES AN ABILITY TO DESCRIBE HISTORICAL PERIODS AND PATTERNS OF CHANGE OVER TIME, WITHIN AND ACROSS CULTURES.**

Does not meet Target:  
Does not frequently employ or address concepts such as chronology, causality, conflict, and the social construction of time to make historical connections within and across cultures. Does not make an effort to apply ideas, theories and/or modes of historical inquiry to analyze historical developments as they relate to contemporary events and/or public policy issues.

Approaching Target:  
Occasionally employs or addresses concepts such as chronology, causality, conflict, and the social construction of time to make historical connections within and across cultures. Makes an effort to apply at least one theory and/or mode of historical inquiry to analyze historical developments as they relate to contemporary events and/or public policy issues.

Target:  
Frequently employs or addresses concepts such as chronology, causality, conflict, and the social construction of time to make historical connections within and across cultures. Routinely makes an effort to apply ideas, theories, and modes of historical inquiry to analyze historical developments as they relate to contemporary events and/or public policy issues.

**2B. GUIDES LEARNERS AS THEY EMPLOY PROCESSES OF CRITICAL HISTORICAL INQUIRY TO RECONSTRUCT AND INTERPRET THE PAST.**

Does not meet Target:  
Utilizes an insufficient variety of sources and makes no effort to search for causality and check for credibility. Fails to employ empathy, skepticism, and critical judgment to important events or recurring historical issues.  
Rarely provides learners with opportunities to investigate interpret and analyze multiple historical viewpoints within and across cultures.

Approaching Target:  
Uses a limited number of sources to search for causality and check for credibility. Employs empathy, skepticism, and critical judgment to important events or recurring historical issues. Occasionally provides learners with opportunities to investigate interpret and analyze multiple historical viewpoints within and across cultures.

Target:  
Uses a wide variety of sources to search for causality and check for credibility. Routinely employs empathy, skepticism, and critical judgment to important events or recurring historical issues. Provides learners with multiple opportunities to investigate interpret and analyze multiple historical viewpoints within and across cultures.

**3. PEOPLE, PLACES, AND ENVIRONMENT: INTERN DEMONSTRATES THE KNOWLEDGE, CAPABILITIES, AND DISPOSITIONS TO ORGANIZE AND PROVIDE INSTRUCTION AT THE APPROPRIATE SCHOOL LEVEL FOR THE STUDY OF PEOPLE, PLACES, AND ENVIRONMENT THROUGH THE RELATED CONCEPTS OF THE FIELD OF GEOGRAPHY.  
A. GUIDES STUDENTS AS THEY EMPLOY THE TOOLS AND TECHNIQUES UTILIZED IN GEOGRAPHIC ANALYSIS.**

Does not meet Target:  
Provides learners with very limited opportunity to construct, use, interpret, and refine mental maps and/or representations of the earth (such as maps, atlases, charts, and globes) to generate, manipulate, or interpret information. Fails to encourage students to calculate distance, scale, area, and density and to distinguish spatial distribution patterns. Rarely helps learners to locate, distinguish, and describe the relationships among varying regional and global patterns of geographic phenomena such as landforms, climate, natural resources.

Approaching Target:  
Provides learners with limited opportunity to construct, use, interpret, and refine mental maps and/or representations of the earth (such as maps, atlases, charts, and globes) to generate, manipulate, or interpret information. Teaches students basic concepts such as distance, scale, area, and density and to distinguish spatial distribution patterns. Occasionally helps learners to locate, distinguish, and describe the relationships among varying regional and global patterns of geographic phenomena such as landforms, climate, natural resources.

Target:  
Consistently provides learners with regular opportunity to construct, use, interpret, and refine mental maps and/or representations of the earth (such as maps, atlases, charts, and globes) to generate, manipulate, or interpret information. Encourages students to calculate, utilize, and apply concepts such as distance, scale, area, and density and to distinguish spatial distribution patterns. Regularly helps learners to locate, distinguish, and describe the relationships among varying regional and global patterns of geographic phenomena such as landforms, climate, natural resources.

**3B. ENCOURAGES STUDENTS TO INTERPRET THE CAUSAL RELATIONSHIPS BEHIND SPATIAL PATTERNS AND PROCESSES.**

Does not meet Target:  
Provides inadequate or incomplete explanation of physical system changes, such as seasons, climate, and weather, both currently and historically through processes such as erosion and climate change. Does not challenge learners to describe how people create places that reflect, culture, human needs, current values and ideals, and government policies. Fails to encourage students to examine, interpret, and analyze the interactions of human beings and their physical environments, including the social and economic effects of environmental change.

Approaching Target:  
Provides learners with explanation of physical system changes, such as seasons, climate, and weather, both currently and historically through processes such as erosion and climate change. Challenges learners to describe how people create limited examples of places that reflect, culture, human needs, current values and ideals, and government policies. Encourages students to examine, interpret, and analyze the interactions of human beings and their physical environments, including the social and economic effects of environmental change.

Target:  
Challenges learners to explain physical system changes, such as seasons, climate, and weather, both currently and historically through processes such as erosion and climate change. Challenges learners to describe how people create multiple places that reflect, culture, human needs, current values and ideals, and government policies. Utilizes current and timely examples to encourages students to examine, interpret, and analyze the interactions of human beings and their physical environments, including the social and economic effects of environmental change.

**4. INDIVIDUAL DEVELOPMENT AND IDENTITY: INTERN DEMONSTRATES THE KNOWLEDGE, CAPABILITIES, AND DISPOSITIONS TO ORGANIZE AND PROVIDE INSTRUCTION AT THE APPROPRIATE SCHOOL LEVEL FOR THE STUDY OF INDIVIDUAL DEVELOPMENT AND IDENTITY, THROUGH THE RELATED CONCEPTS OF THE FIELDS OF PSYCHOLOGY AND SOCIOLOGY.  
A. HELPS LEARNERS TO IDENTIFY, DESCRIBE, AND EXPRESS APPRECIATION FOR THE INFLUENCES OF VARIOUS HISTORICAL AND CONTEMPORARY CULTURES ON AN INDIVIDUAL'S DAILY LIFE.**

Does not meet Target:  
Rarely provides learners opportunities to articulate personal connections to time, place, and social/cultural systems. Rarely encourages learners to recognize the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other cultural influences contribute to the development of a sense of self. Makes little effort to enable learners to analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity.

Approaching Target:  
At least once provides learners opportunities to articulate personal connections to time, place, and social/cultural systems. Occasionally encourages learners to recognize the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other cultural influences contribute to the development of a sense of self. Makes and effort to enable learners to analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity.

Target:  
Regularly provides learners opportunities to articulate personal connections to time, place, and social/cultural systems. Frequently encourages learners to recognize the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other cultural influences contribute to the development of a sense of self. Confidently enables learners to analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity.

<p><b>4B. GUIDES LEARNERS AS THEY EXAMINE THE INTERACTIONS OF INDIVIDUALS AND SOCIETY IN SPECIFIC SITUATIONS OR EVENTS.</b></p>	<p>Does not meet Target: Provides incomplete or inaccurate concepts, methods, and theories about the study of human growth and development, such as physical endowment, learning, motivation, behavior, perception, and personality. Poorly explains factors that contribute to and damage one's mental health and analyze issues related to mental health and behavioral disorders in a contemporary society. Does not enable learners to compare and evaluate the impact of stereotyping, conformity, acts of altruism. And other behaviors on individuals and groups.</p>	<p>Approaching Target: Provides students with basic concepts, methods, and theories about the study of human growth and development, such as physical endowment, learning, motivation, behavior, perception, and personality. Provides description of factors that contribute to and damage one's mental health and analyze issues related to mental health and behavioral disorders in a contemporary society. Makes an effort to have learners compare and evaluate the impact of stereotyping, conformity, acts of altruism. And other behaviors on individuals and groups.</p>	<p>Target: Has students apply concepts, methods, and theories about the study of human growth and development, such as physical endowment, learning, motivation, behavior, perception, and personality. Enable learners to examine factors that contribute to and damage one's mental health and analyze issues related to mental health and behavioral disorders in a contemporary society. Effectively encourages learners to compare and evaluate the impact of stereotyping, conformity, acts of altruism. And other behaviors on individuals and groups.</p>
<p><b>5. INDIVIDUALS, GROUPS, AND INSTITUTIONS: INTERN DEMONSTRATES THE KNOWLEDGE, CAPABILITIES, AND DISPOSITIONS TO ORGANIZE AND PROVIDE INSTRUCTION AT THE APPROPRIATE SCHOOL LEVEL FOR THE STUDY OF INDIVIDUALS, GROUPS, AND INSTITUTIONS, THROUGH THE RELATED CONCEPTS OF THE FIELDS OF SOCIOLOGY AND ANTHROPOLOGY.</b> <b>A. EXPLAINS THE CONNECTIONS AND INTERACTIONS OF INDIVIDUALS, GROUPS, AND INSTITUTIONS IN SOCIETIES, BOTH IN HISTORICAL AND CONTEMPORARY SETTINGS</b></p>	<p>Does not meet Target: Inaccurately or insufficiently defines concepts such as role, status, and social class. Provides poor examples of the various forms that institutions take, explaining how they change and develop over time. Fails to discuss belief systems which are basic to specific traditions and laws in contemporary and historical settings. Does not challenge students to understand the role of institutions in furthering both continuity and change.</p>	<p>Approaching Target: Defines and explains the concepts of role, status, and social class. Provides examples of the various forms that institutions take, explaining how they change and develop over time. Examines belief systems which are basic to specific traditions and laws in contemporary and historical settings. Evaluates the role of institutions in furthering both continuity and change.</p>	<p>Target: Introduces the concepts of role, status, and social class and challenges students to apply them by describing their use in contemporary society. Encourages students to identify examples of the various forms that institutions take, explaining how they change and develop over time. Examines and compares belief systems which are basic to specific traditions and laws in contemporary and historical settings. Provides students multiple opportunities to evaluate the role of institutions in furthering both continuity and change.</p>

<p><b>5B. EVALUATES GROUP AND INSTITUTIONAL INFLUENCES ON PEOPLE, EVENTS, AND ELEMENTS OF CULTURE IN HISTORICAL AND CONTEMPORARY SETTINGS.</b></p>	<p>Does not meet Target: Provides incomplete or inappropriate examples of the tensions between expressions of individuality and efforts used to promote social conformity by groups and institutions. Fails to explain the extent to which groups and institutions meet individual needs and promote the common good. Does not sufficiently utilize modes of inquiry drawn from behavior science and social theory in the examination of persistent issues and social problems.</p>	<p>Approaching Target: Provides examples of the tensions between expressions of individuality and efforts used to promote social conformity by groups and institutions. Analyzes the extent to which groups and institutions meet individual needs and promote the common good. Explains and applies ideas and modes of inquiry drawn from behavior science and social theory in the examination of persistent issues and social problems.</p>	<p>Target: Encourages students to provide examples of the tensions between expressions of individuality and efforts used to promote social conformity by groups and institutions in current or historical societies. Provides environments in which students can analyze and debate the extent to which groups and institutions meet individual needs and promote the common good. Clearly explains and applies ideas and modes of inquiry drawn from behavior science and social theory in the examination of persistent issues and social problems.</p>
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<p><b>6. POWER, AUTHORITY AND GOVERNANCE: INTERN DEMONSTRATES THE KNOWLEDGE, CAPABILITIES, AND DISPOSITIONS TO ORGANIZE AND PROVIDE INSTRUCTION AT THE APPROPRIATE SCHOOL LEVEL FOR THE STUDY OF POWER, AUTHORITY AND GOVERNANCE THROUGH THE RELATED CONCEPTS OF THE FIELD OF POLITICAL SCIENCE (CIVICS).</b></p> <p><b>A. EXAMINES THE RIGHTS AND RESPONSIBILITIES OF THE INDIVIDUAL IN RELATION TO HIS OR HER FAMILY, SOCIAL GROUPS, COMMUNITY, AND NATION.</b></p>	<p>Does not meet Target: Fails to examine issues involving the rights, roles, and status of individuals in relation to the general welfare. Does not correctly utilize concepts such as power, role, status, justice, and influence to the examination of persistent issues and social problems.</p>	<p>Approaching Target: Examines issues involving the rights, roles, and status of individuals in relation to the general welfare. Defines concepts such as power, role, status, justice, and influence within the context of persistent issues and social problems.</p>	<p>Target: Requires students to examine issues involving the rights, roles, and status of individuals in relation to the general welfare. Provides opportunities for students to define and apply concepts such as power, role, status, justice, and influence to the examination of persistent issues and social problems.</p>
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<p><b>B. EXPLAINS THE PURPOSE OF GOVERNMENT AND HOW ITS POWERS ARE ACQUIRED, USED, AND JUSTIFIED.</b></p>	<p>Does not meet Target: Incompletely or inaccurately describes the basic features of the American political system. Fails to identify representative leaders from various branches of the government. Infrequently or rarely describes the ways that nations and organizations respond to forces of unity and diversity, affecting order and security. Fails to fully explain the conditions, actions, and motivations that contribute to conflict and cooperation within and among nations. Insufficiently or poorly explains how governments attempt to achieve their states ideals at home and abroad.</p>	<p>Approaching Target: Describes the basic features of the American political system. Identifies representative leaders from various branches of the government. Describes the ways that nations and organizations respond to forces of unity and diversity, affecting order and security. Explains conditions, actions, and motivations that contribute to conflict and cooperation within and among nations. Explains how governments attempt to achieve their states ideals at home and abroad.</p>	<p>Target: Helps learners describe the basic features of the American political system, including the correct application of specific representative leaders from various branches of the government. Regularly encourages students to analyze the ways that nations and organizations respond to forces of unity and diversity, affecting order and security. Provides opportunities for students to explain the conditions, actions, and motivations that contribute to conflict and cooperation within and among nations. Utilizes historical and contemporary examples to show how governments attempt to achieve their states ideals at home and abroad.</p>
<p><b>7. PRODUCTION, DISTRIBUTION, AND CONSUMPTION: INTERN DEMONSTRATES THE KNOWLEDGE, CAPABILITIES, AND DISPOSITIONS TO ORGANIZE AND PROVIDE INSTRUCTION AT THE APPROPRIATE SCHOOL LEVEL FOR THE STUDY OF PRODUCTION, DISTRIBUTION, AND CONSUMPTION THROUGH THE RELATED CONCEPTS OF THE FIELD OF ECONOMICS.</b> <b>A. APPLIES ECONOMIC CONCEPTS AND REASONING WHEN EVALUATING HISTORICAL AND CONTEMPORARY SOCIAL DEVELOPMENTS AND ISSUES.</b></p>	<p>Does not meet Target: Fails to accurately explain how scarcity of resources (human, capital, technological, and natural) requires development of economic systems to make decisions on what is produced. Does not adequately explain the role that supply and demand, prices, incentives, and profits play in determining what is produced in competitive market. Makes limited effort to explain the relationship among economic institutions such as households, businesses, banks, government, labor unions, and corporations.</p>	<p>Approaching Target: Explains how scarcity of resources (human, capital, technological, and natural) requires development of economic systems to make decisions on what is produced. Outlines the role that supply and demand, prices, incentives, and profits play in determining what is produced in competitive market. Explains the relationship among economic institutions such as households, businesses, banks, government, labor unions, and corporations.</p>	<p>Target: Encourages students to explain how scarcity of resources (human, capital, technological, and natural) requires development of economic systems to make decisions on what is produced. Challenges students to use real-life examples to exhibit the role that supply and demand, prices, incentives, and profits play in determining what is produced in competitive market. Uses current examples to show the relationship among economic institutions such as households, businesses, banks, government, labor unions, and corporations.</p>

<p><b>7B. ASSESSES HOW VALUES AND BELIEFS INFLUENCE ECONOMIC DECISIONS IN A GIVEN SOCIETY.</b></p>	<p>Does not meet Target: Fails to apply concepts of production, distribution, and consumption to the analysis of public issues (e.g.: health care, energy consumption, economic planning). Rarely compares basic economic systems to see how rules and procedures impact production and consumption. Does not compare the costs and benefits to society of allocating goods and services through private and public sectors. Fails to utilize opportunity to distinguish between domestic and global economic systems and explains how the two interact.</p>	<p>Approaching Target: Requires the basic application of production, distribution, and consumption in the analysis of public issues (e.g.: health care, energy consumption, economic planning). Often compares basic economic systems to see how rules and procedures impact production and consumption. Compares the costs and benefits to society of allocating goods and services through private and public sectors. Distinguishes between domestic and global economic systems and explains how the two interact.</p>	<p>Target: Requires the application of production, distribution, and consumption in the analysis of public issues (e.g.: health care, energy consumption, economic planning). Regularly compares basic economic systems to see how rules and procedures impact production and consumption. Challenges students to compare the costs and benefits to society of allocating goods and services through private and public sectors. Provides strong examples to distinguish between domestic and global economic systems and explains how the two interact.</p>
<p><b>8. SCIENCE, TECHNOLOGY, AND SOCIETY: INTERN DEMONSTRATES THE KNOWLEDGE, CAPABILITIES, AND DISPOSITIONS TO ORGANIZE AND PROVIDE INSTRUCTION AT THE APPROPRIATE SCHOOL LEVEL FOR THE STUDY OF SCIENCE, TECHNOLOGY, AND SOCIETY THROUGH THE RELATED CONCEPTS OF FIELDS THROUGHOUT THE SOCIAL SCIENCES.</b> <b>A. EXAMINES CURRENT AND HISTORICAL EXAMPLES OF THE INTERACTION AND INTERDEPENDENCE BETWEEN SCIENCE, TECHNOLOGY, AND SOCIETY.</b></p>	<p>Does not meet Target: Provides inaccurate or incomplete examples of how science and technology have changed our understanding of time, space, and human-environment interactions. Fails to occasionally ask students to identify policies proposed to deal with social changes resulting from new technologies. Does not recognize examples of various societal perspectives about human societies the physical world, using scientific knowledge, technologies, and ethical standards from different world cultures.</p>	<p>Approaching Target: Provides occasional examples of how science and technology have changed our understanding of time, space, and human-environment interactions. Ask students to identify policies proposed to deal with social changes resulting from new technologies. Identifies examples of various societal perspectives about human societies the physical world, using scientific knowledge, technologies, and ethical standards from different world cultures.</p>	<p>Target: Challenges students to explain examples of how science and technology have changed our understanding of time, space and human –environment interactions. Encourage students fo evaluate policies proposed to deal with social changes resulting from new technologies. Aids students in identifying and interpreting various societal perspectives about human societies the physical world, using scientific knowledge, technologies, and ethical standards from different world cultures and time periods.</p>

<p><b>8B. EXPLORES HOW SCIENCE AND TECHNOLOGY INFLUENCE SOCIETAL VALUES, BELIEFS, AND ATTITUDES AND VISA-VERSA.</b></p>	<p>Does not meet Target: Rarely provides examples of how new developments in science and technology have emerged as a result of societal changes. Fails to clearly identify ways that societal attitudes have shaped scientific and technological change. Does not ever engage students in the discussion of strategies or policy proposals for influencing public discussions associated with scientific/technological issues.</p>	<p>Approaching Target: Provides occasional examples of how new developments in science and technology have emerged as a result of societal changes. Provides examples of the way that societal attitudes have shaped scientific and technological change. Identifies strategies and policy proposals for influencing public discussions associated with scientific/technological issues.</p>	<p>Target: Provides numerous clear examples of how new developments in science and technology have emerged as a result of societal changes. Encourages students to identify and analyze ways that societal attitudes have shaped scientific and technological change. Helps students review and evaluate strategies and policy proposals for influencing public discussions associated with scientific/technological issues.</p>
<p><b>9. GLOBAL CONNECTIONS: INTERN DEMONSTRATES THE KNOWLEDGE, CAPABILITIES, AND DISPOSITIONS TO ORGANIZE AND PROVIDE INSTRUCTION AT THE APPROPRIATE SCHOOL LEVEL FOR THE STUDY OF GLOBAL CONNECTIONS THE RELATED CONCEPTS OF FIELDS THROUGHOUT THE SOCIAL SCIENCES</b> <b>A. EXPLAINS THE CONDITIONS AND MOTIVATIONS THAT CONTRIBUTE TO CONFLICT, COOPERATION, AND/OR INTERDEPENDENCE AMONG GROUPS, SOCIETIES, AND NATIONS.</b></p>	<p>Does not meet Target: Fails to incorporate analysis and problem solving application to persistent, contemporary, and emerging global issues (such as health care, security, resource allocation, development, and environmental quality) Inaccurately or incompletely summarizes the role of Intern national and multinational organizations in the global arena. Provides one-sided examples of the relationships and tensions between national sovereignty and global interests in issues such as territorial disputes, economic development, weapons deployment, human rights, and natural resource use. Fails to utilize policy statements that provide an understanding of concerns, standards, and conflicts, relating to human rights.</p>	<p>Approaching Target: Encourages some level of analysis and problem solving application to persistent, contemporary, and emerging global issues (such as health care, security, resource allocation, development, and environmental quality). Helps learners to describe the role of Intern national and multinational organizations in the global arena. Guides learners to analyze the relationships and tensions between national sovereignty and global interests in issues such as territorial disputes, economic development, weapons deployment, human rights, and natural resource use. Provides students with examples of policy statements that provide an understanding of concerns, standards, and conflicts relating to human rights.</p>	<p>Target: Encourages students to analyze the causes, consequences, and potential solutions to persistent, contemporary, and emerging global issues (such as health care, security, resource allocation, development, and environmental quality). Encourages learners to describe and evaluate the role of Intern national and multinational organizations in the global arena. Provides learners with opportunity to critique the relationships and tensions between national sovereignty and global interests in issues such as territorial disputes, economic development, weapons deployment, human rights, and natural resource use. Requires students to summarize and analyze policy statements that provide an understanding of concerns, standards, and conflicts relating to human rights.</p>



<p><b>9B. IDENTIFIES HISTORICAL AND CONTEMPORARY TRENDS IN THE EMERGENCE OF A GLOBAL EXCHANGE IN COMMUNICATION, CULTURE, ECONOMICS, AND POLITICS.</b></p>	<p>Does not meet Target: Poorly explains how language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding. Fails to identify examples of the effect of changing technologies on the global community. Rarely encourages learners to explain how individual behaviors and decisions connect with global systems.</p>	<p>Approaching Target: Explains how language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding. Analyzes the effects of changing technologies on the global community. Encourages learners to explain how individual behaviors and decisions connect with global systems.</p>	<p>Target: Encourages students to explain how language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding. Helps student to analyze the effects of changing technologies on the global community. Encourages learners to regularly explain how individual behaviors and decisions connect with global systems.</p>
<p><b>10. CIVIC IDEALS AND PRACTICES: INTERN DEMONSTRATES THE KNOWLEDGE, CAPABILITIES, AND DISPOSITIONS TO ORGANIZE AND PROVIDE INSTRUCTION AT THE APPROPRIATE SCHOOL LEVEL FOR THE STUDY OF CIVIC IDEALS AND PRACTICES THROUGH THE RELATED CONCEPTS OF FIELDS THROUGHOUT THE SOCIAL SCIENCES.</b> <b>A. GUIDES STUDENTS' EFFORTS TO IDENTIFY, ANALYZE, INTERPRET, AND EVALUATE SOURCES AND EXAMPLES OF CITIZENS' RIGHTS AND RESPONSIBILITIES.</b></p>	<p>Does not meet Target: Incorrectly or insufficiently explains the origins and continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law. Fails to require students to locate and identify information showing multiple viewpoints about select public issues. Rarely encourages students to evaluate the degree to which public policies and citizens' behavior reflect or foster the ideals of a democratic republican form of government.</p>	<p>Approaching Target: Explains the origins and continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law. Requires students to locate and identify information showing multiple viewpoints about select public issues. Encourages students to evaluate the degree to which public policies and citizens' behavior reflect or foster the ideals of a democratic republican form of government.</p>	<p>Target: Assists learners to investigate and evaluate the origins and continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law. Requires students to locate, identify, evaluate, and apply information showing multiple viewpoints about select public issues. Regularly encourages students to evaluate the degree to which public policies and citizens' behavior reflect or foster the ideals of a democratic republican form of government.</p>

**B. PROVIDES OPPORTUNITIES FOR LEARNERS TO PRACTICE FORMS OF CIVIC DISCUSSION AND PARTICIPATION CONSISTENT WITH THE IDEALS OF CITIZENS IN A DEMOCRATIC REPUBLIC.**

Does not meet Target:  
Insufficiently addresses issues relating to the influence of various forms of citizen action on public policy. Fails to incorporate issues relating to the effectiveness of public opinion in public policy development and decision making. Does not support learner efforts to summarize policy statements and action plans to achieve goals relating to issues of public concern. Rarely creates opportunities for learner participation in activities to strengthen the “common good” based upon careful evaluation of options for civic action.

Approaching Target:  
Encourages learners to explain the influence of various forms of citizen action on public policy. Guides learners as they measure the effectiveness of public opinion in public policy development and decision making. Supports learner efforts to summarize policy statements and action plans to achieve goals relating to issues of public concern. Creates opportunities for learner participation in activities to strengthen the “common good” based upon careful evaluation of options for civic action.

Target:  
Encourages learners to analyze and evaluate the influence of various forms of citizen action on public policy. Guides learners as they measure and evaluate the effectiveness of public opinion in public policy development and decision making. Encourages learner efforts to construct policy statements and action plans to achieve goals relating to issues of public concern. Creates multiple opportunities for learner participation in activities to strengthen the “common good” based upon careful evaluation of options for civic action.