

## SOCIAL STUDIES-SPECIFIC RUBRIC TO BE USED BY GEOGRAPHY MAJORS

<b>NCSS Theme I - Culture and Cultural Diversity</b> <i>Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of <b>culture</b> and <b>cultural diversity</b>.</i>				
<b>Description:</b> The study of culture prepares students to answer questions such as: What are the common characteristics of different cultures? How do belief systems, such as religion or political ideals, influence other parts of culture? How does the culture change to accommodate different ideas and beliefs? What does language tell us about culture? In schools, this theme typically appears in units and courses dealing with geography, history, sociology, and anthropology, as well as multicultural topics across the curriculum.				
Performance Indicator	Level of Performance			
	Basic	Developing	Proficient	Advanced
Evidence in planning	During planning, the teacher candidate designs a limited number of instructional strategies.	During planning, the teacher candidate designs strategies appropriate to the student population and the curriculum.	During planning, the teacher candidate incorporates multiple instructional strategies appropriate to the student population and the curriculum.	During planning, the teacher candidate incorporates multiple and varied instructional strategies appropriate to the student population and the curriculum.
Evidence of Teaching	During instruction, the teacher candidate uses limited strategies and resources for instruction. Mentions culture or cultural diversity, but pays no or little attention to what cultures have in common and how they are different.	During instruction, the teacher candidate uses strategies appropriate to the student population and the curriculum Provides some instruction about belief systems, cultural universals, and cultural diversity.	During instruction, the teacher candidate incorporates multiple instructional strategies appropriate to the student population and the curriculum. Helps students understand how human cultures and are different and change over time.	During instruction, the teacher candidate incorporates multiple and varied instructional strategies appropriate to the student population and the curriculum. Candidates' teaching clearly demonstrates the dynamic nature of cultures and how and why they differ across time and place.

Evidence of effectiveness in producing the desired student learning	Teacher candidate attempts to maintain a productive learning environment that supports intended student learning.	Teacher candidate creates a learning environment where some students are engaged and learning intended outcomes during the lesson.	Teacher candidate creates a learning environment where most students are engaged and learning the intended outcomes during the lesson.	Teacher candidate creates a learning environment where maximum time is devoted to the acquisition of knowledge, skills, and understanding of the intended outcomes.
<p><b>NCSS Theme II - Time, Continuity and Change</b>  <i>Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of <b>time continuity and change</b>.</i></p> <p><b>Description:</b> Human beings seek to understand their historical roots and to locate themselves in time. Knowing how to read and reconstruct the past allows one to develop an historical perspective and to answer questions such as: Who am I? What happened in the past? How am I connected to those in the past? How has the world changed and how might it change in the future? Why does our personal sense of relatedness to the past change? This theme typically appears in courses in history and others that draw upon historical knowledge and habits.</p>				
Performance Indicator	Level of Performance			
	Basic	Developing	Proficient	Advanced
Evidence in planning	During planning, the teacher candidate designs a limited number of instructional strategies.	During planning, the teacher candidate designs strategies appropriate to the student population and the curriculum.	During planning, the teacher candidate incorporates multiple instructional strategies appropriate to the student population and the curriculum.	During planning, the teacher candidate incorporates multiple and varied instructional strategies appropriate to the student population and the curriculum.

Evidence of Teaching	During instruction, the teacher candidate uses limited strategies and resources for instruction. Mentions concepts of time, continuity or change, but pays little attention to sequences of events or similarities and differences between past and present.	During instruction, the teacher candidate uses strategies appropriate to the student population and the curriculum. Devotes some time to how events are related in time and to helping students understand change and continuity.	During instruction, the teacher candidate incorporates multiple instructional strategies appropriate to the student population and the curriculum. Focuses instruction on temporal and causal relationships and on history as a discipline concerned about change over time.	During instruction, the teacher candidate incorporates multiple and varied instructional strategies appropriate to the student population and the curriculum. Helps students think historically, place events in historical context, and to understand different historical interpretations.
Evidence of effectiveness in producing the desired student learning	Teacher candidate attempts to maintain a productive learning environment that supports intended student learning.	Teacher candidate creates a learning environment where some students are engaged and learning intended outcomes during the lesson.	Teacher candidate creates a learning environment where most students are engaged and learning the intended outcomes during the lesson.	Teacher candidate creates a learning environment where maximum time is devoted to the acquisition of knowledge, skills, and understanding of the intended outcomes.
<p><b>NCSS Theme III-People, Places and Environments</b>  <i>Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of <b>people, places, and environments</b>.</i></p> <p><b>Description:</b> The study of people, places and human-environment interactions assists students as they create spatial views and geographic perspectives of the world beyond their personal locations. Students need the knowledge, skills, and understanding provided by questions such as: Where are things located? Why are they located where they are: What do we mean by "region"? How do landforms change? What implications do these changes have for people? In schools, this theme typically appears in units and courses dealing with area studies and geography.</p>				
Performance Indicator	Level of Performance			
	Basic	Developing	Proficient	Advanced

Evidence in planning	During planning, the teacher candidate designs a limited number of instructional strategies.	During planning, the teacher candidate designs strategies appropriate to the student population and the curriculum.	During planning, the teacher candidate incorporates multiple instructional strategies appropriate to the student population and the curriculum.	During planning, the teacher candidate incorporates multiple and varied instructional strategies appropriate to the student population and the curriculum.
Evidence of Teaching	During instruction, the teacher candidate uses limited strategies and resources for instruction. Mentions place names and landforms, but pays little attention to spatial relationships and human-environmental interactions.	During instruction, the teacher candidate uses strategies appropriate to the student population and the curriculum. Provides some explicit instruction about spatial relationships and how people interact with their environment.	During instruction, the teacher candidate incorporates multiple instructional strategies appropriate to the student population and the curriculum. Helps students understand spatial relationships, geographic patterns, and place people in environmental contexts.	During instruction, the teacher candidate incorporates multiple and varied instructional strategies appropriate to the student population and the curriculum. Requires students to think spatially, makes geographic concepts central to instruction, and gives ample time to human-environmental reactions.
Evidence of effectiveness in producing the desired student learning	Teacher candidate attempts to maintain a productive learning environment that supports intended student learning.	Teacher candidate creates a learning environment where some students are engaged and learning intended outcomes during the lesson.	Teacher candidate creates a learning environment where most students are engaged and learning the intended outcomes during the lesson.	Teacher candidate creates a learning environment where maximum time is devoted to the acquisition of knowledge, skills, and understanding of the intended outcomes.

#### **NCSS Theme IV-Individual Human Development and Identity**

*Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of ideas associated with **individual human development and identity**.*

**Description:** Personal identity is shaped by one's culture, by groups, and by institutional influences. Students should consider such questions as: How do people learn? Why do people behave as they do? What influences how people learn, perceive and grow? How do people meet their basic needs in a variety of contexts? How do individuals develop from youth to adulthood? In schools, this theme typically appears in units and courses dealing with psychology and anthropology.

Performance Indicator	Level of Performance			
	Basic	Developing	Proficient	Advanced

Evidence in planning	During planning, the teacher candidate designs a limited number of instructional strategies.	During planning, the teacher candidate designs strategies appropriate to the student population and the curriculum.	During planning, the teacher candidate incorporates multiple instructional strategies appropriate to the student population and the curriculum.	During planning, the teacher candidate incorporates multiple and varied instructional strategies appropriate to the student population and the curriculum.
Evidence of Teaching	During instruction, the teacher candidate uses limited strategies and resources for instruction. Mentions individual development and differences, but pays little attention to these topics in the content or methods of his/her instruction.	During instruction, the teacher candidate uses strategies appropriate to the student population and the curriculum. Provides some explicit instruction about how individuals develop, while accommodating individual differences in his/her classroom.	During instruction, the teacher candidate incorporates multiple instructional strategies appropriate to the student population and the curriculum. Helps students understand stages of development (including their own) and demonstrates how instruction can accommodate individual differences.	During instruction, the teacher candidate incorporates multiple and varied instructional strategies appropriate to the student population and the curriculum. Models instruction that accommodates individual differences while requiring students to demonstrate in-depth knowledge about development and differences.
Evidence of effectiveness in producing the desired student learning	Teacher candidate attempts to maintain a productive learning environment that supports intended student learning.	Teacher candidate creates a learning environment where some students are engaged and learning intended outcomes during the lesson.	Teacher candidate creates a learning environment where most students are engaged and learning the intended outcomes during the lesson.	Teacher candidate creates a learning environment where maximum time is devoted to the acquisition of knowledge, skills, and understanding of the intended outcomes.

**NCSS Theme V-Individuals, Groups and Institutions**

*Teachers of social studies at all levels should provide developmentally appropriate experiences as they guide learners in the study of interactions among individuals, groups, and institutions.*

**Description:** Institutions such as schools, churches, families, government agencies, and the courts play an integral role in people's lives. It is important that students learn how institutions are formed, what controls and influences them, how they influence individuals and culture, and how they are maintained or changed. Students may address questions such as: What is the role of institutions in this and other societies? How am I influenced by institutions? How do institutions change? What is my role in institutional change? In schools, this theme typically appears in units in courses dealing with sociology, anthropology, psychology, political science, and history.

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Evidence in planning	During planning, the teacher candidate designs a limited number of instructional strategies.	During planning, the teacher candidate designs strategies appropriate to the student population and the curriculum.	During planning, the teacher candidate incorporates multiple instructional strategies appropriate to the student population and the curriculum.	During planning, the teacher candidate incorporates multiple and varied instructional strategies appropriate to the student population and the curriculum.
Evidence of Teaching	During instruction, the teacher candidate uses limited strategies and resources for instruction. Mentions individuals, groups and institutions, but pays little attention to their impact on society.	During instruction, the teacher candidate uses strategies appropriate to the student population and the curriculum. Provides some explicit instruction about the influence of individuals, groups, and institutions on ideas and events.	During instruction, the teacher candidate incorporates multiple instructional strategies appropriate to the student population and the curriculum. Helps students understand how individuals, groups, and institutions have influenced events in different societies and times.	During instruction, the teacher candidate incorporates multiple and varied instructional strategies appropriate to the student population and the curriculum. Provides in-depth learning, including social theories, about how individuals, groups, and institutions have influenced societies past and present.

vidence of effectiveness in producing the desired student learning	Teacher candidate attempts to maintain a productive learning environment that supports intended student learning.	Teacher candidate creates a learning environment where some students are engaged and learning intended outcomes during the lesson.	Teacher candidate creates a learning environment where most students are engaged and learning the intended outcomes during the lesson.	Teacher candidate creates a learning environment where maximum time is devoted to the acquisition of knowledge, skills, and understanding of the intended outcomes.
<p><b>NCSS Theme VI-Power, Authority and Governance</b>  <i>Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of <b>power, authority, and governance.</b></i></p> <p><b>Description:</b> Understanding the historical development of structures of power, authority, and governance and their evolving functions in contemporary U. S. society and other parts of the world is essential for developing civic competence. In exploring this theme, students confront questions such as: What is power? What forms does it take? Who holds it? How is it gained, used, and justified? What is legitimate authority? How are governments created, structured, maintained, and changed? How can individuals' rights be protected within the context of majority rule? In schools, this theme typically appears in units or courses dealing with government, politics, political science, history, law, and other social sciences.</p>				
Performance Indicator	Level of Performance			
	Basic	Developing	Proficient	Advanced
Evidence in planning	During planning, the teacher candidate designs a limited number of instructional strategies.	During planning, the teacher candidate designs strategies appropriate to the student population and the curriculum.	During planning, the teacher candidate incorporates multiple instructional strategies appropriate to the student population and the curriculum.	During planning, the teacher candidate incorporates multiple and varied instructional strategies appropriate to the student population and the curriculum.

Evidence of Teaching	During instruction, the teacher candidate uses limited strategies and resources for instruction. Mentions power, authority, and government structures, but pays little attention to their impact on society.	During instruction, the teacher candidate uses strategies appropriate to the student population and the curriculum. Provide some explicit instruction about power, authority, and government in one society or another.	During instruction, the teacher candidate incorporates multiple instructional strategies appropriate to the student population and the curriculum. Helps students understand how power is exercised, where authority is lodged, and how governments function in different societies past and present.	During instruction, the teacher candidate incorporates multiple and varied instructional strategies appropriate to the student population and the curriculum. Provides in-depth instruction about how and why structures of power, authority, and governance emerged and changed over time in various societies.
Evidence of effectiveness in producing the desired student learning	Teacher candidate attempts to maintain a productive learning environment that supports intended student learning.	Teacher candidate creates a learning environment where some students are engaged and learning intended outcomes during the lesson.	Teacher candidate creates a learning environment where most students are engaged and learning the intended outcomes during the lesson.	Teacher candidate creates a learning environment where maximum time is devoted to the acquisition of knowledge, skills, and understanding of the intended outcomes.
<p><b>NCSS Theme VII-Production, Distribution, Consumption</b>  <i>Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of how <b>people organize for the production, distribution, and consumption of goods and services.</b></i></p> <p><b>Description:</b> Because people have wants that often exceed the resources available to them, a variety of ways have evolved to answer such questions as: What is to be produced? How is production to be organized? How are goods and services to be distributed? What is the most effective allocation of the factors to be produced (land, labor, capital, and management)? In schools, this theme typically appears in units in courses dealing with economic concepts and issues.</p>				
Performance Indicator	Level of Performance			
	Basic	Developing	Proficient	Advanced
Evidence in planning	During planning, the teacher candidate designs a limited number of instructional strategies.	During planning, the teacher candidate designs strategies appropriate to the student population and the curriculum.	During planning, the teacher candidate incorporates multiple instructional strategies appropriate to the student population and the curriculum.	During planning, the teacher candidate incorporates multiple and varied instructional strategies appropriate to the student population and the curriculum.

Evidence of Teaching	During instruction, the teacher candidate uses limited strategies and resources for instruction. Mentions in passing or superficially treats economic events, developments or concepts.	During instruction, the teacher candidate uses strategies appropriate to the student population and the curriculum. Provides some explicit instruction about economic concepts and past and present economic issues.	During instruction, the teacher candidate incorporates multiple instructional strategies appropriate to the student population and the curriculum. Helps students understand both economic concepts and economic developments across time and space.	During instruction, the teacher candidate incorporates multiple and varied instructional strategies appropriate to the student population and the curriculum. Requires students to demonstrate knowledge of fundamental economic concepts and to pose economic questions across time and space.
Evidence of effectiveness in producing the desired student learning	Teacher candidate attempts to maintain a productive learning environment that supports intended student learning.	Teacher candidate creates a learning environment where some students are engaged and learning intended outcomes during the lesson.	Teacher candidate creates a learning environment where most students are engaged and learning the intended outcomes during the lesson.	Teacher candidate creates a learning environment where maximum time is devoted to the acquisition of knowledge, skills, and understanding of the intended outcomes.
<p><b>NCSS Theme VIII-Science, Technology, Society</b>  <i>Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of <b>science and technology</b>.</i></p> <p><b>Description:</b> Modern life as we know it would be impossible without technology and the science that supports it. But technology brings with it many questions: Is new technology always better than old? What can we learn from the past about how new technologies result in broader social change, some of which is unanticipated? How can we cope with the ever-increasing pace of change? How can we manage technology so that the greatest number of people benefit from it? How can we preserve our fundamental values and beliefs in the midst of technological change? This theme draws upon the natural and physical sciences and the humanities, and appears in a variety of social studies courses, including history, geography, economics, civics, and government.</p>				
Performance Indicator	Level of Performance			
	Basic	Developing	Proficient	Advanced
Evidence in planning	During planning, the teacher candidate designs a limited number of instructional strategies.	During planning, the teacher candidate designs strategies appropriate to the student population and the curriculum.	During planning, the teacher candidate incorporates multiple instructional strategies appropriate to the student population and the curriculum.	During planning, the teacher candidate incorporates multiple and varied instructional strategies appropriate to the student population and the curriculum.

Evidence of Teaching	During instruction, the teacher candidate uses limited strategies and resources for instruction. Mentions but provides superficial treatment of scientific or technological developments and their impact on society.	During instruction, the teacher candidate uses strategies appropriate to the student population and the curriculum. Provides some explicit instruction about the impact of science and technology on societies, and their historical and present-day social implications.	During instruction, the teacher candidate incorporates multiple instructional strategies appropriate to the student population and the curriculum. Candidates' instruction includes multiple examples of the impact of science and technology on historical or present-day societies.	During instruction, the teacher candidate incorporates multiple and varied instructional strategies appropriate to the student population and the curriculum. Requires an in-depth understanding of scientific and technological developments and their impact on societies past and present.
Evidence of effectiveness in producing the desired student learning	Teacher candidate attempts to maintain a productive learning environment that supports intended student learning.	Teacher candidate creates a learning environment where some students are engaged and learning intended outcomes during the lesson.	Teacher candidate creates a learning environment where most students are engaged and learning the intended outcomes during the lesson.	Teacher candidate creates a learning environment where maximum time is devoted to the acquisition of knowledge, skills, and understanding of the intended outcomes.

**NCSS Theme IX-Global Connections and Interdependence**

*Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of **global connections and interdependence**.*

**Description:** The realities of global interdependence require understanding the increasingly important and diverse global connections among world societies and the frequent tension between national interests and global priorities. Students will need to be able to address such international issues as health care, the environment, human rights, economic competition and interdependence, age-old ethnic enmities, and political and military alliances. This theme typically appears in units in courses dealing with geography, culture, and economics, but may also draw upon the natural and physical sciences and the humanities.

Performance Indicator	Level of Performance			
	Basic	Developing	Proficient	Advanced
Evidence in planning	During planning, the teacher candidate designs a limited number of instructional strategies.	During planning, the teacher candidate designs strategies appropriate to the student population and the curriculum.	During planning, the teacher candidate incorporates multiple instructional strategies appropriate to the student population and the curriculum.	During planning, the teacher candidate incorporates multiple and varied instructional strategies appropriate to the student population and the curriculum.

Evidence of Teaching	During instruction, the teacher candidate uses limited strategies and resources for instruction. Mentions that the worlds' people are interconnected, but spends little instructional time on global connections.	During instruction, the teacher candidate uses strategies appropriate to the student population and the curriculum. Provides some explicit instruction about how people are globally interdependent.	During instruction, the teacher candidate incorporates multiple instructional strategies appropriate to the student population and the curriculum. Helps students understand how and why global interdependence has increased in recent years.	During instruction, the teacher candidate incorporates multiple and varied instructional strategies appropriate to the student population and the curriculum. Provides in-depth instruction about global issues, how humans have become increasingly interdependent, and how it affects their own lives.
Evidence of effectiveness in producing the desired student learning	Teacher candidate attempts to maintain a productive learning environment that supports intended student learning.	Teacher candidate creates a learning environment where some students are engaged and learning intended outcomes during the lesson.	Teacher candidate creates a learning environment where most students are engaged and learning the intended outcomes during the lesson.	Teacher candidate creates a learning environment where maximum time is devoted to the acquisition of knowledge, skills, and understanding of the intended outcomes.

**NCSS Theme X-Civic Ideals and Practices**

*Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of **civic ideals and practices**.*

**Description:** An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies. Students confront such questions as: What is civic participation and how can I be involved? How has the meaning of citizenship evolved? What is the balance between rights and responsibilities? What is the role of the citizen in the community and the nation, and as a member of the world community? How can I make a positive difference? In schools, this theme typically appears in units or courses dealing with history, political science, cultural anthropology, and fields such as global studies, law-related education, and the humanities.

Performance Indicator	Level of Performance			
	Basic	Developing	Proficient	Advanced
Evidence in planning	During planning, the teacher candidate designs a limited number of instructional strategies.	During planning, the teacher candidate designs strategies appropriate to the student population and the curriculum.	During planning, the teacher candidate incorporates multiple instructional strategies appropriate to the student population and the curriculum.	During planning, the teacher candidate incorporates multiple and varied instructional strategies appropriate to the student population and the curriculum.

Evidence of Teaching	During instruction, the teacher candidate uses limited strategies and resources for instruction. Mentions that people have civic responsibilities, but spends little instructional time explaining what these are.	During instruction, the teacher candidate uses strategies appropriate to the student population and the curriculum. Provides some explicit instruction about civic ideals and responsibilities.	During instruction, the teacher candidate incorporates multiple instructional strategies appropriate to the student population and the curriculum. Helps students understand their own civic responsibilities and how people past and present have made a difference in civic life.	During instruction, the teacher candidate incorporates multiple and varied instructional strategies appropriate to the student population and the curriculum. Creates instructional activities that sharpen the focus on civic responsibilities and help students get involved in civic activities in and beyond the classroom.
Evidence of effectiveness in producing the desired student learning	Teacher candidate attempts to maintain a productive learning environment that supports intended student learning.	Teacher candidate creates a learning environment where some students are engaged and learning intended outcomes during the lesson.	Teacher candidate creates a learning environment where most students are engaged and learning the intended outcomes during the lesson.	Teacher candidate creates a learning environment where maximum time is devoted to the acquisition of knowledge, skills, and understanding of the intended outcomes.

**Theme XI - Dispositions**

**Description:** *Teachers of social studies should possess the dispositions that value factual and conceptual knowledge of the social studies disciplines, the ability to respect student differences in order to differentiate instruction, and the professional commitment to treat all students in a caring and equitable manner while demonstrating mature professional behavior in the classroom.*

**Professional Content Knowledge**

Level of Performance

	Basic	Developing	Proficient	Advanced
	Has adequate factual knowledge of the social studies.	Has a command of conceptual as well as factual content knowledge of social studies.	Demonstrates a conceptual understanding of the social studies discipline(s) as well as content knowledge while attempting to integrate disciplines.	Demonstrates a conceptual understanding of the social studies discipline(s) as well as content knowledge while successfully integrating disciplines.

**Professional Teaching Ability**

Level of Performance

Basic	Developing	Proficient	Advanced
Is aware of individual student differences and is familiar with varied learning strategies.	Respects individual differences and attempts to differentiate instruction.	Tries to accommodate diversity in students' backgrounds and learning styles and to differentiate instruction.	Successfully accommodates diversity in students' backgrounds, prior knowledge and learning styles, uses strategies that make learning possible for all students and integrates disciplinary, conceptual and factual knowledge of social studies.
<b>Professional Commitment</b>			
Level of Performance			
Basic	Developing	Proficient	Advanced
Tries to treat students fairly and demonstrates acceptable adult behavior in the classroom.	Treats all students equitably and presents him/herself in the classroom as a developing professional educator.	Treats students in a sensitive and equitable manner and behaves as a mature professional in the classroom.	Treats students in a caring as well as non-discriminatory and equitable manner and consistently demonstrates mature professional behavior in the classroom.