

# Competencies for Middle Childhood Teachers: SOCIAL STUDIES, Grades 4-8

**2018**

In addition to the Arkansas Teaching Standards, the teacher of middle school social studies, grades 4-8, shall be able to meet the expectations set by the following content-specific competencies:

<p><b>1. Chronological Developments in United States History</b></p> <p>Praxis (5089)</p>	<ul style="list-style-type: none"> <li>1.1 Understands basic North American geography and peoples and cultures of North America prior to European colonization</li> <li>1.2 Understands how and why European colonies in North America were founded and developed</li> <li>1.3 Understands how European, African, and American Indian peoples interacted in North America during the colonial period</li> <li>1.4 Understands the origins of the American Revolution and the challenges faced by the early republic</li> <li>1.5 Understands the context that led to the writing and adoption of the United States Constitution and Bill of Rights and their impact on the political development of the early United States</li> <li>1.6 Understands causes (e.g., Manifest Destiny, gold rush) and effects (e.g., displacement of native peoples, economic expansion) of territorial expansion of the United States in the 19<sup>th</sup> century</li> <li>1.7 Understands causes and effects of 19<sup>th</sup>-century sectionalism, the Civil War, and Reconstruction</li> <li>1.8 Understands the relationship among industrialization, urbanization, and immigration in the late 19<sup>th</sup> and early 20<sup>th</sup> centuries</li> <li>1.9 Knows major political, economic, social, and cultural developments from the Progressive Era through the New Deal</li> <li>1.10 Understands causes of United States participation in the First and Second World Wars and effects of the wars at home and abroad</li> <li>1.11 Understands the origins, development, and effects of the Cold War both abroad and domestically</li> <li>1.12 Understands social and political changes in the United States from the 1940s to the 1970s (e.g., Civil Rights movement, counterculture, conservatism)</li> <li>1.13 Understands the impact of economic and technological changes in the latter half of the 20<sup>th</sup> century (e.g., globalization, information age)</li> </ul>
<p><b>2. Major Themes in United States History</b></p> <p>Praxis (5089)</p>	<ul style="list-style-type: none"> <li>2.1 Understands ongoing impacts of racial, gender, and ethnic divisions throughout American history</li> <li>2.2 Understands how participants in the political process (e.g., presidents, the judiciary, Congress, and political parties) engaged in politics and shaped policy</li> <li>2.3 Understands the emergence of the United States as a world power and the evolving role of the United States in the world</li> <li>2.4 Understands major economic transformations (e.g., in agriculture, business, and labor) that occurred in the United States</li> </ul>

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	<p>2.5 Understands causes and effects of changing patterns of immigration to the United States and internal migration within the United States</p> <p>2.6 Understands the struggle and achievements by individuals and groups for greater political and civil rights throughout United States history</p>
<p><b>3. Chronological Developments in World History</b></p> <p>Praxis (5089)</p>	<p>3.1 Knows the formation, organization, and contributions of early civilizations in Africa, Europe, and Asia from 8000 B.C.E. to 1000 B.C.E. and the Americas from 2000 B.C.E. to 1500 C.E.</p> <p>3.2 Knows the formation, organization, and contributions of the classical civilizations of Greece, Rome, Persia, India, and China from 1000 B.C.E. 500 C.E.</p> <p>3.3 Knows how civilizations changed as a result of invasions, trade, and the spread of Islam and Christianity from 300 to 140 C.E.</p> <p>3.4 Knows causes and effects of the Renaissance, Reformation, and Enlightenment from 1400 to 1800 C.E.</p> <p>3.5 Knows major causes and effects of growing global interactions from 1200 to 1750 C.E. (e.g., Columbian Exchange, colonization, the Plague)</p> <p>3.6 Knows major causes and effects of revolutions, nationalism, and imperialism from 1750 to 1914</p> <p>3.7 Knows major ideological, economic, and political causes and effects of the First and Second World Wars and the Cold War (e.g., Russian Revolution, decolonization)</p> <p>3.8 Knows major developments of the post-Cold War world (e.g., growth of the globalized economy, rise of fundamentalism and nationalism)</p>
<p><b>4. Major Themes in World History</b></p> <p>Praxis (5089)</p>	<p>4.1 Understands how scientific inquiry, technological innovations, and adaptations shaped world societies</p> <p>4.2 Understands the role of major world religions in shaping societies and effecting major historical turning points (e.g., the spread of Buddhism, the Crusades, Hinduism)</p> <p>4.3 Knows the role of trade and other forms of economic exchange (e.g., tribute, gift giving) both within societies and in contacts between societies</p> <p>4.4 Knows major political ideologies that have influenced the organization of societies in the modern world (e.g., fascism, liberalism, nationalism)</p> <p>4.5 Understands major economic transformations that have affected world societies (e.g., feudalism, spread of the market economy, industrialization)</p> <p>4.6 Understands the roles of both conflict (e.g., imperialism) and cooperation (e.g., United Nations) in shaping and transforming societies</p> <p>4.7 Knows major demographic trends (e.g., urbanization, migration, population growth) in world history and their effects</p> <p>4.8 Knows how exploration (e.g., continental, overseas, outer space) affects human societies</p>

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	4.9 Understands how struggles for human rights and individual expression shaped various societies
<p><b>5. Government/Civics</b></p> <p>Praxis (5089)</p>	<p>5.1 Understands the key concepts and ideas on which the United States government is based (e.g., popular sovereignty, separation of powers, rule of law)</p> <p>5.2 Understands federalism and the basic relationship between the states and the national government</p> <p>5.3 Understands the origins, development, interpretations, and ongoing impact of the United States Constitution</p> <p>5.4 Understands the origin, role, and interactions of the three branches of the federal government</p> <p>5.5 Understands the development and political impact of civil rights and civil liberties in the United States</p> <p>5.6 Understands how the election process operates in the United States</p> <p>5.7 Understands the role of political parties, interest groups, and the media in the political process</p> <p>5.8 Understands the rights, responsibilities, and duties of citizens</p> <p>5.9 Understands the major characteristics of different political systems (e.g., democracy, republic, totalitarianism)</p> <p>5.10 Understands the relationship between political systems and economic conditions</p>
<p><b>6. Geography</b></p> <p>Praxis (5089)</p>	<p>6.1 Understands geographic literacy including</p> <ul style="list-style-type: none"> <li>• Relative and absolute location and the physical and human characteristics of “place”</li> <li>• How to utilize characteristics to identify regions</li> </ul> <p>6.2 Exhibits map skills including</p> <ul style="list-style-type: none"> <li>• Understanding and interpreting various types of maps</li> <li>• Understanding latitude and longitude</li> <li>• Understanding special patterns and their meanings</li> <li>• Familiarity with recent technological sources of geographic information</li> </ul> <p>6.3 Understands physical geography including</p> <ul style="list-style-type: none"> <li>• Knowledge of various types of physical features on the Earth’s surface</li> <li>• The interrelationship between the environment and human activity</li> <li>• The physical processes related to the formation of geographic features</li> <li>• The basic patterns of climate, ecosystems, and natural resources</li> </ul> <p>6.4 Understands human geography including</p> <ul style="list-style-type: none"> <li>• Spatial patterns of culture and economic activities</li> <li>• Basic population patterns</li> <li>• Basic patterns of land use</li> <li>• Patterns and interrelationships of migration, trade, and diffusion of ideas</li> <li>• Basic concepts of political geography</li> </ul>

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	<ul style="list-style-type: none"> <li>• How culture and cultural change, human adaptation, and diversity influence human behavior</li> </ul>
<p><b>7. Economics</b></p> <p>Praxis (5089)</p>	<p>7.1 Demonstrates knowledge of microeconomics including</p> <ul style="list-style-type: none"> <li>• The concepts of scarcity, choice, and opportunity costs</li> <li>• The differences among market, command, and mixed economies</li> <li>• Types of market structure and the characteristics and behavior of firms in perfect competition, monopoly, oligopoly, and monopolistic competition</li> <li>• Factor markets and the determination of income distributions and the returns of factors of production (wage, interest, rent, profits)</li> </ul> <p>7.2 Demonstrates knowledge of macroeconomics including</p> <ul style="list-style-type: none"> <li>• Gross domestic product (GDP) and its components</li> <li>• How unemployment is measured and its causes and consequences</li> <li>• The principle of supply and demand</li> <li>• How government intervention and public policies affect the economy (e.g., taxation, regulation)</li> <li>• How consumer choices affect the economy</li> <li>• Basic principles of personal finance (e.g., budgeting, interest, investment)</li> <li>• How factors of production (i.e., land, labor, capital, and entrepreneurship) affect economic activity</li> <li>• Different measures of economic performance (e.g., GDP, unemployment, inflation)</li> <li>• Basic functions of money and how it circulates through the economy</li> <li>• The interdependence of the global economy</li> </ul>
<p><b>8. Computing Concepts</b></p> <p>AR CSS K-8</p>	<p>8.1 Demonstrate understanding of computational thinking and problem solving by</p> <ul style="list-style-type: none"> <li>• Analyzing problem solving strategies</li> <li>• Analyzing connections between elements of mathematics and computer science</li> <li>• Solving problems cooperatively and collaboratively</li> </ul> <p>8.2 Demonstrate understanding of data and information by</p> <ul style="list-style-type: none"> <li>• Analyzing various ways in which data is represented</li> <li>• Collecting, arranging, and representing data</li> <li>• Interpreting and analyzing data and information</li> </ul> <p>8.3 Demonstrate understanding of algorithms and computer programs by</p> <ul style="list-style-type: none"> <li>• Creating, evaluating, and modifying algorithms</li> <li>• Creating computer programs to solve problems</li> </ul> <p>8.4 Demonstrate understanding of computers and communications by</p> <ul style="list-style-type: none"> <li>• Analyzing the utilization of computers</li> </ul>

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	<ul style="list-style-type: none"> <li>Utilizing appropriate digital tools for various applications</li> <li>Analyzing various components and functions of computers</li> </ul> <p>8.5 Demonstrate understanding of community, global, and ethical impacts by analyzing appropriate uses of technology</p>
<p><b>9. Arkansas History</b></p> <p>ADE Arkansas History</p>	<p>9.1 Analyzes geographic attributes of Arkansas and how the geography of Arkansas influences the social, political, and economic development of the state</p> <p>9.2 Analyzes the economic impact of Arkansas nationally and globally</p> <p>9.3 Analyzes the government and politics in Arkansas and the influence of government and politics on social issues</p> <p>9.4 Examines the impact of historical events and people on the development of Arkansas</p>
<p><b>10. Application of Content Through Planning</b></p> <p>NCSS 2017</p>	<p>10.1 Plans learning sequences that demonstrate social studies knowledge aligned with the C3 Framework, state-required content standards, and theory and research</p> <p>10.2 Plans social studies inquiries which facilitate acquisition of disciplinary concepts, tools, literacy and research skills, and use of technology.</p> <p>10.3 Plans social studies instruction in which students demonstrate disciplinary knowledge and civic engagement in a variety of ways</p> <p>10.4 Plans learning sequences that use technology</p>
<p><b>11. Design and Implementation of Instruction and Assessment</b></p> <p>NCSS 2017</p>	<p>11.1 Design and implement a range of authentic and formative assessments that measure learners' mastery of disciplinary knowledge, disciplinary literacies, inquiry, civic competence, and demonstrate alignment with state-required content standards</p> <p>11.2 Design and implement learning experiences and inquiries that engage learners in disciplinary knowledge, utilizing social studies skills and tools, and demonstrating alignment with state-required content standards</p> <p>11.3 Use theory and research to implement a variety of instructional practices, including inquiry and formative and authentic assessments featuring disciplinary knowledge, skills, tools and civic competence</p> <p>11.4 Exhibit data literacy by using formative assessment data to guide instructional decision-making and reflect on student learning outcomes related to disciplinary knowledge, inquiry, and civic competence</p> <p>11.5 Engage learners in self-assessment practices that support individualized learning outcomes related to disciplinary knowledge, inquiry, and civic competence</p>

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<p><b>12. Social Studies Learners and Learning</b></p> <p>NCSS 2017</p>	<p>12.1 Use knowledge of learners’ socio-cultural assets, learning demands, and individual identities to plan and implement relevant and responsive pedagogy that ensures equitable learning opportunities in social studies</p> <p>12.2 Use knowledge of theory and research to plan and implement instruction and assessment that is relevant and responsive to learners’ socio-cultural assets, learning demands, and individual identities</p> <p>12.3 Engage learners in ethical reasoning to deliberate social, political, and economic issues, communicate conclusions, and take informed action toward achieving a more inclusive and equitable society</p> <p>12.4 Select, create, and engage learners with a variety of social studies instructional strategies, disciplinary sources and contemporary technologies, consistent with current theory and research about student learning</p> <p>12.5 Facilitate collaborative, interdisciplinary learning environments in which learners use disciplinary facts, concepts, and tools, engage in disciplinary inquiry, and create disciplinary forms of representation</p>
<p><b>13. Professional Responsibility and Informed Action</b></p> <p>NCSS 2017</p>	<p>13.1 Use theory and research to continually improve social studies knowledge, inquiry skills, and civic dispositions, and adapt practice to meet the needs of each learner</p> <p>13.2 Explore, interrogate, and reflect upon own cultural frames to attend to issues of equity, diversity, access, power, human rights, and social justice within schools and/or communities</p> <p>13.3 Take informed action in schools and/or communities and serve as an advocate for learners, the teaching profession, and/or social studies</p>
<p><b>14. Disciplinary Literacy</b></p> <p>AR DLS</p>	<p><u>Reading Standards for Literacy in History/Social Studies, Grade 6-8</u></p> <p>14.1 Read historical/social studies texts closely to determine what the text says explicitly and to make logical inferences from it, while determining central ideas or themes and analyzing development by</p> <ul style="list-style-type: none"> <li>• Citing specific textual evidence to support analysis of primary and secondary sources</li> <li>• Determining the central ideas or information of a primary or secondary source; providing an accurate summary of the source distinct from prior knowledge or opinions</li> <li>• Identifying key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered)</li> </ul> <p>14.2 Interpret words and phrases as they are used in a historical/social studies texts, while analyzing the structure of such texts by:</p>

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	<ul style="list-style-type: none"> <li>• Determining the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies</li> <li>• Describing how a text presents information (e.g., sequentially, comparatively, causally)</li> <li>• Identifying aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts)</li> </ul> <p>14.3 Integrate knowledge and ideas by:</p> <ul style="list-style-type: none"> <li>• Integrating visual information (e.g., in charts, graphs, photographs, videos, maps) with other information in print and digital texts</li> <li>• Distinguishing among fact, opinion, and reasoned judgement in a text</li> <li>• Analyzing the relationship between a primary and secondary source on the same topic</li> </ul> <p>14.4 Complete a text complexity analysis using all three text complexity measures: quantitative, qualitative, and reader and task</p> <p><u>Writing Standards for Literacy in History/Social Studies, Grade 6-8</u></p> <p>14.5 Write arguments focused on discipline-specific content by</p> <ul style="list-style-type: none"> <li>• Introducing claim(s) about a topic or issue, acknowledging and distinguishing the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically</li> <li>• Supporting claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources</li> <li>• Using words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence</li> <li>• Establishing and maintaining a formal style</li> <li>• Providing a concluding statement or section that follows from and supports the argument presented</li> </ul> <p>14.6 Write informative/explanatory texts, such as the narration of historical events by</p> <ul style="list-style-type: none"> <li>• Introducing a topic clearly, previewing what is to follow; organizing ideas, concepts, and information into broader categories as appropriate to achieving purpose; including formatting (e.g. headings), graphics (e.g., charts and tables), and multimedia when useful to aiding comprehension</li> <li>• Developing the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples</li> <li>• Using appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts</li> </ul>
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	<ul style="list-style-type: none"> <li>• Using precise language and domain-specific vocabulary to inform about or explain the topic</li> <li>• Establishing and maintaining a formal style and objective tone</li> <li>• Providing a concluding statement or section that follows from and supports the information or explanation presented</li> </ul> <p>14.7 Produce and distribute writing by:</p> <ul style="list-style-type: none"> <li>• Producing clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</li> <li>• Developing and strengthening writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed</li> <li>• Using technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently</li> </ul> <p>14.8 Use research to build and present knowledge by</p> <ul style="list-style-type: none"> <li>• Conducting short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration</li> <li>• Gathering relevant information from multiple print and digital sources, using search terms effectively; assessing the credibility and accuracy of each source; quoting or paraphrasing the data and conclusions of other while avoiding plagiarism and following a standard format for citation</li> <li>• Drawing evidence from information to support analysis, reflection, and research</li> </ul> <p>14.9 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences</p>
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