

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

**2013**

In addition to the Arkansas Teaching Standards, the teacher of middle school social studies teacher, grades 4-8, shall demonstrate knowledge and competencies in the following areas:

<p><b>1. Social Studies as a Field of Study</b></p> <p>C3 Framework</p>	<ul style="list-style-type: none"> <li>1.1 Knowledge of what constitutes the social studies and understands overarching themes/concepts drawn from the social studies</li> <li>1.2 Knowledge of how to integrate knowledge across the social studies and between the social studies and other disciplines (e.g., science, English language arts, mathematics, fine arts)</li> <li>1.3 Knowledge of best practices for teaching social studies to middle school students</li> <li>1.4 Knowledge of an awareness of current literature and research in social studies education and research problems/issues of current interest and importance in social studies education</li> <li>1.5 Knowledge of various methods of inquiry in the social sciences</li> <li>1.6 Ability to use knowledge, skills, and dispositions from social studies to organize and provide integrated instruction in grades 4-8 for the study of major themes, concepts and modes of inquiry drawn from academic fields that address the social studies and NCSS themes – culture; time, continuity, and change; people, places, and environments; individual development and identity; individuals, groups, and institutions; power, authority, and governance; learning and assessment; production, distribution, and consumption; science, technology, and society; global connections; civic ideals and practices</li> <li>1.7 Knowledge, capabilities, and dispositions to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of learners</li> <li>1.8 Ability to assess student learning using various assessment formats, including performance assessment, fixed response, open-ended questioning, and portfolio strategies</li> <li>1.9 Ability to create learning environments that encourage social interaction, active engagement in learning, and self-motivation</li> </ul>
<p><b>2. History – Arkansas, United States, and World</b></p> <p>C3 Framework</p> <p>Praxis II (0089/5089):IA-B, IIA-B</p>	<ul style="list-style-type: none"> <li>2.1 Ability to comprehend significant events and developments, including important people and key documents in AR and US history from founding to present</li> <li>2.2 Ability to comprehend significant historical periods and patterns of change within and across cultures, including but not limited to, the development of ancient cultures and civilizations, the emergence of religious belief systems, the rise of nation-states, and social, economic, and political revolutions</li> <li>2.3 Knowledge of the major contributions of classical civilizations</li> <li>2.4 Ability to understand and imparts the importance of major historical periods, people, events, developments, and documents</li> </ul>

ATS (InTASC) = 2011 Arkansas Teaching Standards (Interstate Teacher Assessment and Support consortium)  
 CCSS-ELA = 2010 Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, & Technical Subjects  
 C3 Framework = 2013 College, Career, & Civic Life C3 Framework for Social Studies State Standards  
 Praxis II (0089/5089) = Praxis II Middle School: Social Studies

	<p>2.5 Ability to understand the effects of twentieth-century developments and transformations in the United States and the world (e.g., assembly line, space age, technology)</p> <p>2.6 Ability to understand importance of cultural unity and diversity within and across groups</p> <p>2.7 Ability to comprehend how important historical events and developments have shaped the modern world</p> <p>2.8 Ability to apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity</p> <p>2.9 Ability to examine institutions, values, and beliefs of people in the past</p> <p>2.10 Ability to use processes of critical historical inquiry to reconstruct and interpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, searching for causality, and distinguishing between events and developments that are significant and those that are inconsequential</p> <p>2.11 Ability to understand how and why individuals (including historians) may hold and espouse different views about the past</p>
<p><b>3. Geography</b></p> <p>C3 Framework</p> <p>Praxis II (0089/5089): IVA-D</p>	<p>3.1 Knowledge of the uses of geography (e.g., apply geography to interpret past, to interpret present, to plan for future)</p> <p>3.2 Knowledge of world and regional geography (e.g., spatial terms, places, and regions)</p> <p>3.3 Ability to use, interpret, and distinguish various representations of Earth such as maps, globes, atlases, and aerial photographs, and use appropriate geographic tools</p> <p>3.4 Ability to construct, use, and refine maps and mental maps, calculate distance, scale, area, and density, and organize information about people, places, regions, and environments in a spatial context</p> <p>3.5 Ability to locate, distinguish, and describe the relationships among varying regional and global patterns of physical systems such as landforms, climate, and natural resources, and explain changes in the physical systems</p> <p>3.6 Ability to explore ways in which Earth’s physical features have changed over time, and describe and assess ways historical events have influenced and been influenced by physical and human geographic features</p> <p>3.7 Ability to examine where people, places, and resources are located, why they are there, and why this matters</p> <p>3.8 Ability to explore characteristics, distribution, and migration of human populations on Earth’s surface</p> <p>3.9 Ability to consider, compare, and evaluate existing uses of resources and land in communities, regions, countries, and the world</p>

	<p>3.10 Ability to understand the interaction of physical and human systems (e.g., how humans change the environment, how the environment changes humans, importance of natural and human resources)</p> <p>3.11 Ability to understand locales, regions, nations, and the world relative to place, location, direction, size, and shape</p> <p>3.12 Knowledge of how people of different cultural backgrounds interact with their environment, family, neighborhoods, and communities</p> <p>3.13 Ability to describe how people create places that reflect culture, human needs, current values and ideals, and government policies</p> <p>3.14 Ability to understand the interaction between physical geography and culture, history, politics, and economics</p> <p>3.15 Ability to observe and analyze social and economic effects of environmental changes, both positive and negative</p>
<p><b>4. Government, politics, and civics</b></p> <p>C3 Framework</p> <p>Praxis II (0089/5089): IIA-B</p>	<p>4.1 Ability to understand the nature, purpose, and forms (e.g., federal, state, local) of government</p> <p>4.2 Ability to describe and understand the basic features of the political system of the United States, and identify representative leaders from various levels and branches of government</p> <p>4.3 Ability to understand key U.S. documents (e.g., US Constitution, Declaration of Independence, Bill of Rights) and recognize how they attempt to balance the needs of the individual and the group</p> <p>4.4 Ability to understand civic ideals and democratic principles implicit in basic documents (human dignity and individual rights, justice, general welfare, freedom, equality, rule of law, etc.)</p> <p>4.5 Ability to examine the dynamic relationships between individual rights and responsibilities, roles, and status of individuals in relation to the needs of social groups, and concepts of a just society</p> <p>4.6 Ability to understand and describe how people in democratic nations organize to resolve conflicts for purposes such as establishing order and security, and seeking social justice</p> <p>4.7 Ability to understand the purpose of government and how its powers are acquired, used, and justified</p> <p>4.8 Ability to understand the use of democratic ideas in history and today</p> <p>4.9 Ability to analyze and explain governmental mechanisms to meet the needs and wants of citizens, regulate territory, manage conflict, and establish order and security</p> <p>4.10 Ability to apply concepts such as power, role, status, justice, democratic values, and influence to the examination of persistent issues and social problems</p> <p>4.11 Ability to explain conditions, actions, and motivations that</p>

	<p>contribute to conflict and cooperation within and among nations</p> <p>4.12 Ability to describe the ways nations and organizations respond to forces of unity and diversity affecting order and security</p> <p>4.13 Knowledge of a range of diverse primary sources, literature, and other media (local, national and international) to illustrate and explore citizenship in other times and places</p> <p>4.14 Ability to understand the role and impact of citizen participation in civil society and in the political arena</p> <p>4.15 Ability to analyze and evaluate the influence of various forms of citizen action on public policy</p> <p>4.16 Ability to evaluate the effectiveness of public opinion in influencing and shaping public policy development and decision-making</p> <p>4.17 Ability to construct policy statements and action plans to achieve goals related to issues of public concern</p> <p>4.18 Ability to evaluate the degree to which public policies and citizen behaviors reflect or foster the stated ideals of a democratic republican form of government</p> <p>4.19 Ability to recognize learners’ developing sense of fairness and order, and uses this sense as an entry point into examining and analyzing rights and responsibilities, rules, types of authority, and governmental structures of their schools and communities in K-6 education</p> <p>4.20 Ability to locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues - identifying, describing, and evaluating multiple points of view and taking reasoned positions on such issues</p>
<p><b>5.Economics</b></p> <p>C3 Framework</p> <p>Praxis II (0089/5089): VA-C</p>	<p>5.1 Ability to understand scarcity and unequal resources dictate need for economic systems of exchange, including trade</p> <p>5.2 Ability to understand interdependent world economy</p> <p>5.3 Ability to understand fundamental questions related to production, distribution, and consumption in local, state, national, and global context</p> <p>5.4 Ability to understand the various roles and types of financial institutions</p> <p>5.5 Ability to understand economic systems and basic economic concepts (scarcity, opportunity cost, trade-offs, supply, demand, etc.)</p> <p>5.6 Ability to understand the difference between wants and needs, and can create opportunities for elementary learners to develop such an understanding</p> <p>5.7 Ability to understand the why and how one may compare personal economic experiences with those of others and consider the wider consequences of those decisions on groups, communities, the nation, and beyond – age appropriate</p> <p>5.8 Ability to understand the roles governments play in different economic systems (production of public goods, taxation,</p>

	<p>regulations, etc.) and their impacts on economic systems</p> <p>5.9 Knowledge of key terms and basic concepts of economics (e.g., supply and demand, scarcity and choice, money and resources)</p> <p>5.10 Ability to understand how economics affects population, resources, and technology</p> <p>5.11 Ability to explain how the scarcity of productive resources (human, capital, technological, and natural) requires the development of economic systems to make decisions about how goods and services are to be produced and distributed</p> <p>5.12 Ability to analyze the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system</p> <p>5.13 Ability to compare the costs and benefits to society of allocating goods and services through private and public means</p> <p>5.14 Ability to understand the relationships among the various economic institutions that comprise economic systems such as households, businesses, banks, government agencies, labor unions, and corporations</p> <p>5.15 Ability to analyze the role of specialization and exchange in economic processes</p> <p>5.16 Ability to assess how values and beliefs influence private and public economic decisions in different societies</p> <p>5.17 Ability to compare basic economic systems according to how they deal with demand, supply, prices, the role of government, banks, labor and labor unions, savings and investments, and capital</p> <p>5.18 Ability to apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues</p> <p>5.19 Ability to distinguish between domestic and global economic systems, and explain how the two interact</p> <p>5.20 Ability to apply economic concepts and principles in the analysis of public issues such as the allocation of health care or the consumption of energy, and in devising economic plans for accomplishing socially desirable outcomes related to such issues</p> <p>5.21 Ability to examine the values and assumptions underlying the theories and models of economics</p> <p>5.22 Ability to distinguish between economics as a field of inquiry and the economy</p>
<p><b>6. Anthropology, Sociology, and Psychology</b></p> <p>C3 Framework</p>	<p>6.1 Ability to understand diverse perspectives, acquiring the potential to foster more positive relations and interactions with diverse people within our nation and other nations</p> <p>6.2 Ability to appreciate the role of culture in shaping lives and the society in which they live</p> <p>6.3 Knowledge of how people of different cultural backgrounds</p>

<p>Praxis II (0089/5089): IVD</p>	<p>interact with their environment, family, neighborhoods, and communities</p> <p>6.4 Ability to analyze and explain how groups, societies, and cultures address human needs and concerns</p> <p>6.5 Ability to interpret patterns of behavior as reflecting values and attitudes, which contribute to or pose obstacles to cross-cultural understanding</p> <p>6.6 Ability to explain and apply ideas, theories, and modes of inquiry drawn from anthropology and sociology in the examination of persistent issues and social problems</p> <p>6.7 Ability to study the influence of various times, cultures, groups, and institutions in order to understand individual development and identity</p> <p>6.8 Ability to examine various forms of human behavior in specific cultural contexts</p> <p>6.9 Ability to understand the relationships between social norms and emerging personal identities</p> <p>6.10 Ability to understand the social processes that influence identity formation</p> <p>6.11 Ability to apply concepts, inquiry, methods, and theories in the study of human growth and development, learning, motivation, behavior, perception, and personality</p> <p>6.12 Ability to analyze the interactions among ethical, ethnic, national, and cultural factors in specific situations</p> <p>6.13 Ability to analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity and their effect upon human behavior</p> <p>6.14 Ability to compare and evaluate the impact of stereotyping, conformity, acts of altruism, discrimination, and other behaviors on individuals and groups</p> <p>6.15 Ability to understand how individual perceptions develop, vary, and can lead to conflict</p> <p>6.16 Ability to examine factors that contribute to and damage one's mental health; and analyze issues related to mental health and behavioral disorders in contemporary society</p> <p>6.17 Ability to identify and analyze examples of tensions between expressions of individuality and efforts of groups and institutions to promote social conformity</p> <p>6.18 Ability to understand the concepts of role, status, and social class and use them in describing the connections and interactions of individuals, groups, and institutions in society</p> <p>6.19 Ability to analyze the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings</p> <p>6.20 Ability to explain and apply ideas and modes of inquiry drawn from the behavioral sciences in the examination of persistent social issues and problems</p>
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<p><b>7. Science, Technology, and Society</b></p> <p>C3 Framework</p>	<p>7.1 Ability to analyze the impact of science and technology on society in past and present</p> <p>7.2 Ability to analyze impact of economic and technological changes in later half of 20th century</p> <p>7.3 Ability to understand how scientific inquiry, technological innovations, and adaptations shaped world societies</p> <p>7.4 Ability to identify, describe, and examine both current and historical examples of the interaction and interdependence of science, technology, and society in a variety of cultural settings</p> <p>7.5 Ability to make judgments about how science and technology have transformed the physical world and human society and our understanding of time, space, place, and human-environment interactions</p> <p>7.6 Ability to analyze the way in which science and technology influence core societal values, beliefs, and attitudes and how societal attitudes influence scientific and technological endeavors</p> <p>7.7 Ability to evaluate various policies proposed to deal with social changes resulting from new technologies</p> <p>7.8 Ability to identify and interpret various perspectives about human societies and the physical world using scientific knowledge, technologies, and an understanding of ethical standards of this and other cultures</p> <p>7.9 Ability to formulate strategies and develop policy proposals pertaining to science/technology-society issues</p>
<p><b>8. Global Connections</b></p> <p>C3 Framework</p>	<p>8.1 Ability to examine social, political, economic, cultural, and environmental connections at the personal, local, national, and international levels</p> <p>8.2 Ability to analyze the increasingly complex connections among individuals, groups, institutions, nations, and world communities</p> <p>8.3 Ability to examine the opportunities and challenges created by global interconnectedness</p> <p>8.4 Ability to identify issues arising from global connections</p> <p>8.5 Ability to explain how interactions among language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding</p> <p>8.6 Ability to explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations</p> <p>8.7 Ability to analyze and evaluate the effects of changing technologies on the global community</p> <p>8.8 Ability to analyze the causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as health care, security, resource allocation, economic development, and environmental quality</p> <p>8.9 Ability to analyze the relationships and tensions between</p>

	<p>national sovereignty and global interests in such matters as territorial disputes, economic development, nuclear and other weapons deployment, use of natural resources, and human rights concerns</p> <p>8.10 Ability to analyze or formulate policy statements that demonstrate an understanding of concerns, standards, issues, and conflicts related to universal human rights</p> <p>8.11 Ability to describe and evaluate the role of international and multinational organizations in the global arena</p> <p>8.12 Ability to illustrate how individual behaviors and decisions connect with global systems</p>
<p><b>9. Disciplinary Literacy*</b></p> <p>CCSS-ELA: RI.K-5.1-10; RH.6.1-10; RST.6.1-10; W.K-6.1-10; WHST.6.1-10</p>	<p><u>Reading in History/Social Studies, Grades 6-8</u></p> <p>Reading competencies for literacy in history/social studies for grades 6-8 include the ability to read informational texts in history and social studies closely and critically to analyze the key ideas and details as well as craft and structure with the purpose of integrating knowledge and ideas both within and across texts by</p> <p>9.1 Acquiring a broad knowledge of developmentally appropriate historical and other social studies texts across genres, cultures, and centuries</p> <p>9.2 Selecting developmentally appropriate historical and other social studies texts, using all measures of text complexity: qualitative, quantitative, and reader and task</p> <p>9.3 Reading historical and other social studies texts closely and critically to analyze the key ideas and details as well as craft and structure with the purpose of integrating knowledge and ideas both within and across texts 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</li> <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 reveals an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</li> <li>• Integrating visual information with other information in print and digital texts</li> <li>• Distinguishing among fact, opinion, and reasoned</li> </ul>

	<p>judgment in a text</p> <ul style="list-style-type: none"> <li>• Analyzing the relationship between a primary and secondary source on the same topic</li> </ul> <p><u>Writing in History/Social Studies, Science, and Technical Subjects, Grades 6-8</u></p> <p>Writing competencies for literacy in history/social studies, science, and technical subjects for grades 6-8 will be demonstrated by</p> <p>9.4 Writing opinion pieces on topics or texts, supporting a point of view with reasons and information by</p> <ul style="list-style-type: none"> <li>• Introducing a topic or text clearly, stating an opinion, and creating an organizational structure in which ideas are logically grouped to support the writer’s purpose</li> <li>• Providing logically ordered reasons that are supported by facts and details</li> <li>• Linking opinion and reasons using words, phrases, and clauses</li> <li>• Providing a concluding statement or section related to the opinion presented</li> </ul> <p>9.5 Writing 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 organizing 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>9.6 Writing informative/explanatory texts, including the narration of historical events, scientific procedures/experiments or technical processes by</p> <ul style="list-style-type: none"> <li>• Introducing a topic clearly, previewing what is to follow             <ul style="list-style-type: none"> <li>○ Organizing ideas, concepts, and information into broader categories as appropriate to achieving purpose</li> <li>○ Including formatting, graphics, and multimedia when useful to aiding comprehension</li> </ul> </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</li> </ul>
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	<p>and clarifying the relationships among ideas and concepts</p> <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>9.7 Incorporating narrative elements effectively into arguments and informative/explanatory texts by</p> <ul style="list-style-type: none"> <li>• Incorporating narrative accounts into analyses of individuals or events of historical import</li> <li>• Writing precise enough descriptions of the step-by-step procedures used in scientific investigations or technical work that others can replicate them and (possibly) reach the same results</li> </ul> <p>9.8 Producing and distributing 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>• Demonstrating a command of Standard grammar and conventions</li> </ul> <p>9.9 Demonstrating the grade-level expectations for using technology by</p> <ul style="list-style-type: none"> <li>• Using the Internet to produce and publish writing as well as to collaborate with others</li> <li>• Presenting the relationships between information and ideas clearly and efficiently</li> </ul> <p>9.10 Using 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)             <ul style="list-style-type: none"> <li>○ Drawing on several sources</li> <li>○ Generating additional related, focused questions that allow for multiple avenues of exploration</li> </ul> </li> <li>• Gathering relevant information from multiple print and digital sources             <ul style="list-style-type: none"> <li>○ Using search terms effectively</li> <li>○ Assessing the credibility and accuracy of each source</li> <li>○ Quoting or paraphrasing the data and conclusions of others</li> <li>○ Avoiding plagiarism</li> </ul> </li> </ul>
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|  | <ul style="list-style-type: none"><li>○ Following a standard format for citation</li><li>● Drawing evidence from informational texts to support analysis, reflection, and research</li></ul> |
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**\*Disciplinary Literacy Competencies for K-6 and 4-8**

Based on the CCSS, the Disciplinary Literacy Competencies for K-5 address all content areas across the Reading Informational and Writing strands. The competencies for grades 6-8 are presented in one grade band that is divided as follows: Reading in History/Social Studies, Reading in Science and Technical Subjects, and Writing in History/Social Studies, Science, and Technical Subjects.