

SOCIAL STUDIES COMPOSITE

NBPTS & ARSD/INTASC Standards & Praxis II Test Topics

NBPTS Core Proposition #1. Teachers are committed to students and their learning

- Accomplished teachers understand the cognitive, physical and social development of young people and the diversity among them, observe them insightfully, and use this information to guide their practice and to form constructive relationships with the students they teach.
- Accomplished teachers understand that each student brings diverse perspectives to any experiences. These teachers encourage all students to know and value themselves and others.

ARSD: 24:16:07:01 Professional Education

- (1) Understanding principles of how all students develop and learn and using that knowledge to design active learning opportunities that are appropriately adapted for varied developmental levels and diverse approaches to learning.
- (4) Establishing a safe, orderly, and equitable learning environment that fosters positive social interaction, active engagement in learning, and self-motivation;
- (8) Understanding the foundations of public education, technological and societal changes in schools, and the legal and ethical responsibilities of the teaching profession.

INTASC Principles for Social Studies-History Teachers

INTASC #3. The **candidate** understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

INTASC #2. The **candidate** understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.

INTASC #5. The **candidate** uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

PLT K-6 & 7-12 Students as Learners

- Student Development and the Learning Process
- Students as Diverse Learners
- Student Motivation and the Learning Environment

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NBPTS Core Proposition #2. Teachers know the subjects they teach and how to teach those subjects to students

- Accomplished teachers draw on a broad knowledge of social studies and history to establish important and challenging instructional goals that engage and empower students, and they plan an integrated curriculum based on the major concepts, themes, principles, relationships and processes illuminated by history and social studies.
- Accomplished teachers have a repertoire of strategies and techniques that engage student interest in and advance student understanding of United States History, World History, Economics, Political Science and Geography.
- Accomplished teachers promote in their students an understanding of how the social aspects of the human condition have evolved over time, the variations in societies that occur in different physical environments and cultural settings, and the emerging trends that seem likely to shape the future.
- Accomplished teachers develop in their students the knowledge, skills and attitudes necessary to be responsible citizens of a constitutional democracy.

ARSD: 24:16:08:18 7-12 Social Science Education

- (1) Social science - composite program: completion of a comprehensive major which includes a balance of coursework in the specific areas of social science as listed in subdivisions (2) to (7), inclusive;
- (2) Social science - economics: the study of the principles and processes underlying current problems and practices in various economic systems, the application of social and governmental controls to economics, and current approaches to consumer education and free enterprise curricula;
- (3) Social science - geography: the study of Earth's people, environments, and places from a spatial perspective. Specific themes include location, regions, physical and human elements of place, human interaction with the natural environment, and movement of people, materials, and ideas;
- (4) Social science - history: the study of the origin and historical development of various cultures throughout the world; the interplay of geographical, economic, political, cultural, and social forces in shaping civilizations in the western and/or non-western worlds, the meaning of South Dakota and United States heritage; and the economic, political, cultural, and social background of contemporary life in South Dakota and in the United States as related to each other and to the world setting;
- (5) Social science - political science: the study of the nature of government in modern society; local, state, and national units of government in the United States including comparisons with similar and dissimilar forms of government in other countries; the history of political ideas; international issues; varieties of political behaviors; and efforts to choose, make, and evaluate public policy;
- (6) Social science - psychology: the study of the history and basic principles of psychology; the physiological, affective, and cognitive foundations of behavior; the social basis and development of behavior; the concepts of normal and abnormal behavior; professional ethics; and emerging areas of psychology research; and
- (7) Social science - sociology: the study of the institutions in United States society; major problems such as those relating to minority groups, health and medical care, employment and industrial relations, crime and delinquency, poverty, and alcohol and drug abuse; energizing sociological issues; and similarities and differences existing among the world's cultural institutions and peoples.

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NBPTS Core Proposition #2. **Teachers know the subjects they teach and how to teach those subjects to students (continued)**

ARSD: 24:16:07:01 Professional Education

(2) Integrating pedagogical studies with knowledge of a specific discipline to create meaningful learning experiences;

INTASC Principles for Social Studies-History Teachers

INTASC #1. The **candidate** understands the central concepts, tools of inquiry, and structures of discipline(s) he or she teaches and can create learning experiences that make these aspects of content meaningful to students.

Praxis II 0940 World and U.S. History: Content Knowledge

Content Categories	Approximate # of Questions	Approximate % of Examination
Ancient and Non-Western Civilizations	17	13%
Western Civilization	35	27%
U.S. History Through 1828	26	20%
U.S. History 1828-1914	19	15%
U.S. History 1914-Present	33	25%

NBPTS Certification Topics for Social Studies-History Examination Exercises

- Documents (U.S. History and Political Science)
- Population Movements (Geography and World History)
- Systems (Economics and Political Science)
- Social Movements (Political Science and U.S. or World History)
- Resources (Geography and Economics)
- Conflict (from the perspective of one of the disciplines)

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NBPTS Core Proposition #3. Teachers are responsible for managing and monitoring student learning

- Accomplished teachers select, adapt and create rich and varied resources for social studies and history and use them productively.
- Accomplished teachers create and foster dynamic language environments for students characterized by trust, equity, risk-taking, independence and collaboration.
- Accomplished teachers employ a variety of assessment methods to obtain useful information about student learning and development and assist students in reflecting on their own progress.

ARSD 24:16:07:01 Professional Education

- (3) Designing a variety of instructional strategies based on knowledge of subject matter, students, materials, technology, and curriculum frameworks, including the South Dakota K-12 content standards as provided in SDCL 13-3-48 and other established academic standards;
- (4) Establishing a safe, orderly, and equitable learning environment that fosters positive social interaction, active engagement in learning, and self-motivations;
- (5) Creating, selecting, and using formal and informal assessment strategies to evaluate student progress and utilizing the results to determine whether curricula programs are addressing student needs and facilitating student achievement;

INTASC Principals for Social Studies-History Teachers

INTASC #4. The ***candidate*** understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

INTASC #5. The ***candidate*** uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

INTASC #6. The ***candidate*** uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

INTASC #7. The ***candidate*** plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

INTASC #8. The ***candidate*** understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the student.

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NBPTS Core Proposition #3. **Teachers are responsible for managing and monitoring student learning**
(continued)

PLT K-6 & 7-12 Instruction and Assessment

- Instructional Strategies
- Planning Instruction
- Assessment Strategies

Communication Techniques

- Basic, effective verbal and nonverbal communication techniques
- Effect of cultural and gender differences on communications in the classroom
- Types of questions that can stimulate discussion in different ways for particular purposes

Student Learning

- Student Development and the Learning Process
- Students as Diverse Learners
- Student Motivation and the Learning Environment

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NBPTS Core Proposition #4. Teachers think systematically about their practice and learn from experience

- Accomplished teachers reflect on their practice, on students' performance, and on developments in their field to extend their knowledge steadily, improve their teaching, and refine their philosophy of education.

ARSD 24:16:07:01 Professional Education

- (7) Reflecting on and evaluating instructional practices and continually seeking opportunities for professional growth and development;
- (8) Understanding the foundations of public education, technological and societal changes in schools, and the legal and ethical responsibilities of the teaching profession.

INTASC Principles for Social Studies-History Teachers

INTASC #9. The *candidate* is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

NBPTS Core Proposition #5. Teachers are members of learning communities

- Accomplished teachers understand and value the distinctive role of parents and guardians, and they continually seek opportunities to build strong partnerships with them.
- Accomplished teachers regularly work with other to foster the growth and development of their colleagues, their school and their field.

ARSD 24:16:07:01 Professional Education

- (6) Using effective communication and consultation techniques with students, families, patrons, school colleagues, and community agencies to foster supportive relationships for students' lifelong learning, well-being, and readiness for the workforce;
- (8) Understanding the foundations of public education, technological and societal changes in schools, and the legal and ethical responsibilities of the teaching profession.

INTASC Principles for Social Studies-History Teachers

INTASC #10. The *candidate* fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

PLT K-6 & 7-12 Profession and Community

- The Reflective Practitioner
- The Larger Community