

# Middle Grades Content Area Standards

## Standards for Social Studies Teacher Candidates

Five social studies content standards integrate the social science disciplines and humanities concepts on which social studies educators draw to prepare students for effective citizenship. Each of the standards articulated below assumes a global perspective on content and 21<sup>st</sup> century skills for successful teaching and learning. Social studies teachers must demonstrate skills that include research, critical reading, and analytical writing. They must interpret cultural and historical expressions beyond the written word and use an interdisciplinary approach in their teaching.

These social studies content standards provide a framework for distinct and developmentally appropriate pedagogies for student learners at the middle grades and high school levels.

### 1. **Culture and Cultural Diversity: People, Places, and Environments**

Teacher candidates who teach social studies know and can facilitate learning about how culture and culture systems function. They are able to teach about how human beings relate to their environment and the impact of that relationship on culture.

### 2. **Time, Continuity, and Change**

Teacher candidates who teach social studies know and can facilitate learning about historical periods and patterns. They teach about diverse perspectives and sources of information that inform an understanding of the past, present, and future.

### 3. **Economic, Scientific, and Technological Development**

Teacher candidates who teach social studies know and can facilitate learning about how economic forces affect individuals and communities and about the management of individual and collective resources in a global economy. This includes the influence of science, technology, and ecologic interdependence on all aspects of human enterprise including systems such as transportation, communication, health care, warfare, agriculture, and industry.

### 4. **Individuals, Groups, and Institutions: Their Development and Identities**

Teacher candidates who teach social studies know and can facilitate learning about how individual and collective identities are shaped by groups and institutions.

### 5. **Civic Ideals and Practices: Power, Authority, and Governance**

Teacher candidates who teach social studies know and can facilitate learning about the principles of democracy and human rights and about the variety of ways that governments, leaders, and citizens exercise power, develop laws, and maintain order.

## **References/Resources**

*Expectations of Excellence: Curriculum Standards for Social Studies*, National Council for the Social Studies.

<http://www.ncss.org/standards>

*Geography for Life*, National Council for Geography Education. <http://www.ncge.org/geography/standards/>

*National Content Standards in Economics*, National Council on Economic Education.

<http://www.ncee.net/ea/standards/>

*National Standards for Civics and Government*, Center for Civic Education.

<http://www.civiced.org/index.php?page=stds>

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*National Standards for History*, National Center for History in the Schools. <http://nchs.ucla.edu/standards/toc.html>

*National Standards for Social Studies Teachers*, National Council for the Social Studies.

<http://www.ncss.org/teacherstandards/>

*North Carolina Standard Course of Study*, North Carolina Department of Public Instruction.

<http://www.ncpublicschools.org/curriculum/socialstudies/scos/>

The Partnership for 21st Century Skills. <http://www.21stcenturyskills.org/>

**Standard 1: Social studies teacher candidates know and can facilitate learning about how culture and culture systems function. They are able to teach about how human beings relate to their environment and the impact of that relationship on culture. Culture and Cultural Diversity: People, Places, and Environments**

**Social studies teacher candidates know and can facilitate learning about:**

#### **Middle School**

- culture and the historical and contemporary cultures of the major world regions and North Carolina
- the content and applications of the Five Themes of Geography
- roles and contributions of diverse groups of people in the world and North Carolina
- methods of cultural expression, art forms, and language
- the connection of geography and environment to culture

**Standard 2: Teacher candidates who teach social studies know and can facilitate learning about historical periods and patterns. They teach about diverse perspectives and sources of information that inform an understanding of the past, present, and future. Time, Continuity, and Change**

**Social studies teacher candidates know and can facilitate learning about:**

#### **Middle School**

- key events and historical eras of world regions and North Carolina history
- cause and effect relationships across time
- comparative chronologies of events and patterns of change in state and world histories
- how to analyze perspectives and sources of information (primary and secondary)
- how history informs understanding of the present and predictions about the future

**Standard 3: Social studies teacher candidates who teach social studies know and can facilitate learning about how economic forces affect individuals and communities and about the management of individual and collective resources in a global economy. This includes the influence of science, technology, and ecologic interdependence on all aspects of human enterprise including systems such as transportation, communication, health care, warfare, agriculture, and industry. Economic, Scientific, and Technological Development**

**Social studies teacher candidates know and can facilitate learning about:**

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### Middle School

- the impact of industrialization, technology, and science on the economic development of North Carolina and world regions (including military developments and industrial and medical advancements)
- the significance of agriculture for subsistence and trade
- free enterprise; market, planned, command, and mixed economies and the mechanisms through which they function and interact
- economic push and pull factors in relation to human migration
- how North Carolina regions and world regions vary in terms of their access to and use of scientific and technological resources, health, education, and other human services
- the fundamental mechanisms of individual and collective decision making that account for needs, wants, supply and demand, and resource allocation

**Standard 4: Social studies teacher candidates who teach social studies know and can facilitate learning about how individual and collective identities are shaped by groups and institutions. Individuals, Groups, and Institutions: Their Development and Identities**

**Social studies teacher candidates know and can facilitate learning about:**

### Middle School

- the importance of notable and iconic figures, major religions, traditions, and philosophies
- cultural identity development and norms of diverse groups
- social institutions: their traditions, norms and influence
- the impact of stereotypes, conformity, acts of altruism, and other behaviors on individuals and groups
- individuality and conformity and the inherent tensions between them at personal and institutional levels
- immigration, emigration and population distribution as factors that influence the development and identities of regions

**Standard 5: Social studies teacher candidates who teach social studies know and facilitate learning about the principles of democracy and human rights and about the variety of ways that governments, leaders, and citizens exercise power, develop laws, and maintain order. Civic Ideals and Practices: Power, Authority, and Governance**

**Social studies teacher candidates know and can facilitate learning about:**

### Middle School

- governance structures, civic duties, and functions of individuals and groups in authority
- various forms of government that exist in world regions and levels and roles of government in North Carolina
- rights and responsibilities of citizens

- the relationship between civic ideals and practices that may include service learning in response to persistent problems and challenges to human well being and social justice