Instructions:

While it is unlikely to observe more than one or two of the NCSS Interdisciplinary Thematic Standards in any given lesson observation, a social studies student teacher is expected to demonstrate competency in all of them. Please determine the degree to which the candidate not only knows and understands, but also guides students to develop the required knowledge and skills contained within the following NCSS Standards by assessing his or her work over the course of the entire semester. In order to make that judgment, you will not only consider the candidate’s classroom teaching, but also your pre-/post-conference observations, lesson plans, edTPA drafts, artifacts, and candidate dispositions forms. Record your NCSS standards’ assessments on the form provided for that purpose on the last page of this document.

**10 NCSS Interdisciplinary Thematic Standards**

**Matrix Item 1.1 Culture and Cultural Diversity**

Description: 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.

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| **Does Not Meet Expectations** | **Meets Expectations** | **Exceeds Expectations** |
| The candidate is unable to assist students in deepening their comprehension and increasing their application of cultural concepts already studied, such as cultural lag, assimilation, accommodation, and the impact of traditions on thought and action within social groups. S/He fails to introduce new concepts such as the function and interactions of language, literature, and the arts in terms of traditions, beliefs, and values; and the transmitting of culture under circumstances of environmental, technical, and social change. Students are unable to engage independently in the analysis of cultural groups or subgroups or the comparison of two or more cultural groups or subgroups. They are unable to connect their comprehension of cultural groups to the realities of cultural diversity within multicultural societies and consider how culturally different groups can cooperate to enhance the public good. | | The candidate is somewhat successful in helping students deepen their comprehension and increase their application of cultural concepts already studied, such as cultural lag, assimilation, accommodation, and the impact of traditions on thought and action within social groups. S/He attempts to introduce limited concepts such as the function and interactions of language, literature, and the arts in terms of traditions, beliefs, and values; and the transmitting of culture under circumstances of environmental, technical, and social change. Students engage somewhat independently in analyses of most cultural groups or subgroups and in comparisons of two or more cultural groups or subgroups. They can somewhat connect their comprehension of cultural groups to the realities of cultural diversity within multicultural societies and consider how culturally different groups can cooperate to enhance the public good. | The candidate is successful in helping students deepen their comprehension and increase their application of cultural concepts already studied, such as cultural lag, assimilation, accommodation, and the impact of traditions on thought and action within social groups. S/He also successfully introduces new concepts such as the function and interactions of language, literature, and the arts in terms of traditions, beliefs, and values; and the transmitting of culture under circumstances of environmental, technical, and social change. Students are able to engage independently in in-depth analysis of any cultural group or subgroup and in-depth comparison of any two or more cultural groups or subgroups. They are able to connect their comprehension of cultural groups to the realities of cultural diversity within multicultural societies and consider how culturally different groups can cooperate to enhance the public good. |

**Matrix Item 1.2 Time, Continuity and Change**

Description: The study of time, continuity, and change allows the student to apply key concepts from the study of history such as causality, change, and conflict, and to examine the connections among patterns of historical change. It provides the tools to investigate, interpret, and analyze historical and contemporary issues and viewpoints, and to describe historical periods and patterns of change in cultures and civilizations.

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| **Does Not Yet Meet Expectations** | **Meets Expectations** | **Exceeds Expectations** |
| The candidate is unable to engage students in an analysis and reconstruction of the past or help them to examine the relationship of the past to the present. He or she does not facilitate students’ integration of individual stories about people, events, and situations so that they might form a holistic conception, in which continuity and change are linked in time and across cultures. The candidate cannot help students to draw on their knowledge of history to make informed choices and decisions in the present. | The candidate engages students in an analysis and reconstruction of the past. He or she attempts to facilitate students’ integration of individual stories about people, events, and situations so that they might form a holistic conception, in which continuity and change are linked in time and across cultures. The candidate attempts to help students to draw on their knowledge of history to make informed choices and decisions in the present. | The candidate engages students in a sophisticated analysis and reconstruction of the past, helping them to examine in detail the relationship of the past to the present. He or she facilitates students’ integration of individual stories about people, events, and situations so that they might form a holistic conception, in which continuity and change are linked in time and across cultures. The candidate helps students to draw on their knowledge of history to make informed choices and decisions in the present. |

**Matrix Item 1.3 People, Places and Environments**

Description: 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 or courses dealing with area studies and geography.

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| **Does Not Yet Meet Expectations** | **Meets Expectations** | **Exceeds Expectations** |
| The candidate does not guide students in the application of geographic understandings. He or she does not facilitate understanding of diverse cultures, both historical and contemporary, or help students to use geographic concepts to comprehend global connections. The candidate does not help students recognize the importance of core geographic concepts. | The candidate attempts to guide students in the application of geographic understandings across a range of fields in the sciences, and humanities. He or she facilitates some understanding of diverse cultures, both historical and contemporary, and helps students to use some geographic concepts to comprehend global connections. The candidate also attempts to help students recognize the importance of core geographic concepts for the analysis of public policy issues and helps students to address issues of domestic and international significance, but without much reflection. | The candidate guides students in the application of geographic understandings across a broad range of fields in the sciences, and humanities. He or she facilitates deep understanding of diverse cultures, both historical and contemporary, and helps students to use sophisticated geographic concepts to comprehend global connections. The candidate also helps students recognize and understand the importance of core geographic concepts for the analysis of public policy issues and helps students to address issues of domestic and international significance reflectively. |

**Matrix Item 1.4 Individual Development and Identity**

Description: Personal identity is shaped by one’s culture, by groups, and by institutional influences. Students should consider such questions such 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 or courses dealing with psychology and anthropology.

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| **Does Not Yet Meet Expectations** | **Meets Expectations** | **Exceeds Expectations** |
| The candidate does not provide students with opportunities to comprehend and apply specific discipline-based concepts, theories, and principles of human memory, thinking, learning, development, and behavior. | The candidate provides students with limited opportunities to comprehend and apply discipline-based concepts, theories, and principles of human memory, thinking, learning, development, and behavior to analyzing, interpreting, and explaining their own selves and identities as well as their own behavior and the behavior of others. He or she provides limited help to students as they analyze, interpret, and assess personality and individual differences and commonalities, and consider possible influences of biological, social, cultural, economic, peer, and family conditions on personality, thinking, and behavior. | Through example and realistic scenarios, the candidate provides students with multiple opportunities to comprehend and apply specific discipline-based concepts, theories, and principles of human memory, thinking, learning, development, and behavior to analyzing, interpreting, and explaining their own selves and identities as well as their own behavior and the behavior of others. He or she helps students deeply analyze, interpret, and assess personality and individual differences and commonalities, and consider possible influences of biological, social, cultural, economic, peer, and family conditions on personality, thinking, and behavior. |

**Matrix Item 1.5 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 or courses dealing with sociology, anthropology, psychology, political science, and history.

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| **Does Not Yet Meet Expectations** | **Meets Expectations 2** | **Exceeds Expectations** |
| The candidate does not help students understand the paradigms and traditions that undergird social and political institutions. He or she does not provide opportunities for students to examine, use, and add to the body of knowledge associated with the behavioral sciences and social theory. | The candidate attempts to help students understand the paradigms and traditions that undergird social and political institutions. He or she provides some opportunities for students to examine, use, and add to the body of knowledge associated with the behavioral sciences and social theory. | The intern guides students into a deep understanding of the paradigms and traditions that undergird social and political institutions. He or she can provides abundant opportunities for students to examine, use, and add to the body of knowledge associated with the behavioral sciences and social theory as it relates to the ways people and groups organize themselves around common needs, beliefs, and interests. |

**Matrix Item 1.6 Power, Authority and Governance**

Description: 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.

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| **Does Not Yet Meet Expectations** | **Meets Expectations** | **Exceeds Expectations** |
| The candidate cannot or does not help students develop their abilities in the use of abstract principles. Candidates instruction of the historical development of structures of power, authority, and governance are minimal and does not explain their evolving functions in contemporary U. S. society and other parts of the world. | The candidate offers and/or attempts to help students as they develop their abilities in the understanding the historical development of structures of government. Candidates have encouraged students to engage in problem-based learning. Students have been exposed to multiple systems that have been developed over the centuries to allocate and employ power and authority in the governance process, and are able to identify their evolving functions in contemporary U.S. society and other parts of the world. | The candidate actively helps students develop their abilities in the use of abstract principles by creating scenarios that allow them to engage in problem-based learning. At this level, students can study various systems that have been developed over the centuries to allocate and employ power and authority in the governance process. For example, they can compare structures and authority roles in monarchies, dictatorships, oligarchies, and democracies. They can also study local and national power situations and respond to them intellectually and in action as developing citizens who are reaching the age to vote. |

**Matrix Item 1.7 Production, Distribution and Consumption**

Description: 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 or courses dealing with economic concepts and issues.

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| **Does Not Yet Meet Expectations** | **Meets Expectations** | **Exceeds Expectations** |
| The candidate does not attempt to help students develop economic concepts and processes. He or she does not challenge students to apply their economic knowledge to societal conditions as they analyze economic issues of past and present, clarify their own economic values, and refine their decision-making capabilities. The candidate does not assist students in clarifying and examining the explicit assumptions underlying both economic analyses by experts in the field, and the prevailing theories/ models of economics. | The candidate provides minimal help to students in their development of economic concepts and processes. He or she asks students to apply their economic knowledge to societal conditions as they analyze economic issues of past and present, clarify their own economic values, and refine their decision-making capabilities. The candidate also assists some but not all students in clarifying and examining the explicit assumptions underlying both economic analyses by experts in the field, and the prevailing theories/ models of economics. | The candidate actively engages students in the development of economic concepts and processes through systematic study of a range of economic and sociopolitical systems, with particular emphasis on the examination of domestic and global economic policy options related to matters such as health care, resource use, employment, and trade. He or she challenges students to apply their economic knowledge to societal conditions as they analyze economic issues of past and present, clarify their own economic values, and refine their decision-making capabilities. The candidate enables all earners to clarify and examine the explicit assumptions underlying both economic analyses by experts in the field, and the prevailing theories/ models of economics. |

**Matrix Item 1.8 Science, Technology and Society**

Description: 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.

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| **Does Not Yet Meet Expectations** | **Meets Expectations** | **Exceeds Expectations** |
| The candidate does not provide opportunities for students to deepen their understanding of the roles that science and technology have played in transforming the physical world and human society. He or she does not provide opportunities for students to confront issues involving science and technology or guide them as they analyze the reciprocal influence that scientific inquiry and technology and core social values and beliefs have upon one another. The candidate does not ask students to evaluate policies or propose strategies for influencing public discussion of science and technology issues. | The candidate provides limited opportunities for students to deepen their understanding of the roles that science and technology have played in transforming the physical world and human society. He or she provides limited opportunity for students to confront issues involving science and technology. The candidate asks students to evaluate policies and propose strategies for influencing public discussion of science and technology issues. He or she asks students to seek and consider reasonable and ethical alternatives to issues that arise when scientific theories, discoveries, or findings and social norms or religious beliefs come into conflict. | The intern actively engages students in the deepening of their understanding of the roles that science and technology have played historically and contemporaneously in transforming the physical world and human society and the necessity of managing rather than being controlled by change. He or she challenges students to confront issues involving science and technology and in so doing, guides them as they analyze the reciprocal influence that scientific inquiry and technology and core social values and beliefs have upon one another. The candidate enables all students to evaluate policies and propose strategies for influencing public discussion of science and technology issues or ways of dealing with social changes resulting from new technologies. He or she also challenges them to seek and consider reasonable and ethical alternatives to issues that arise when scientific theories, discoveries, or findings and social norms or religious beliefs come into conflict. |

**Matrix Item 1.9 Global Connections**

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 such 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 or courses dealing with geography, culture, and economics, but may also draw upon the natural and physical sciences and the humanities.

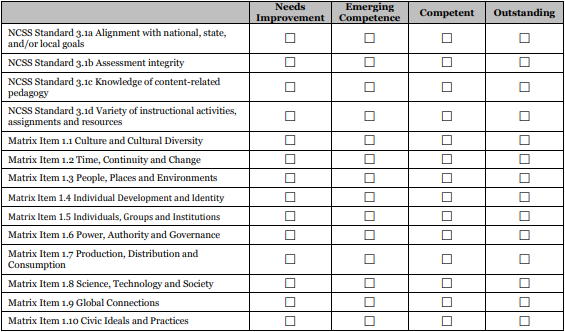
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| **Does Not Yet Meet Expectations** | **Meets Expectations** | **Exceeds Expectations** |
| The candidate does not assist students in thinking about personal, national, and global decisions, interactions, and consequences. He or she does not ask students to formulate policy statements that demonstrate an understanding of issues related to universal human rights, or to illustrate how individual behaviors and decisions connect with global systems. | The candidate attempts to assist students in thinking about personal, national, and global decisions, interactions, and consequences. He or she asks students to formulate policy statements that demonstrate an understanding of issues and related to universal human rights, or to illustrate how individual behaviors and decisions connect with global systems, but does so in a shallow or ineffectual way. | The candidate actively engages students in deep, systematic thinking about personal, national, and global decisions, interactions, and consequences, including such critical issues as peace, human rights, trade, and global ecology. He or she guides students into active formulations of policy statements that demonstrate an understanding of concerns, standards, issues, and conflicts related to universal human rights, and the illustration of how individual behaviors and decisions connect with global systems. |

**Matrix Item 1.10 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 as 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.

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| **Does Not Yet Meet Expectations** | **Meets Expectations** | **Exceeds Expectations** |
| The candidate does not help students recognize the rights and responsibilities of citizens. He or she provides no opportunities for students to experience participation in community service or political activities. The candidate does not guide students through the processes of responsible citizenship participation. | The candidate attempts to help students recognize the rights and responsibilities of citizens. He or she provides limited opportunities for students to experience participation in community service or political activities. The intern attempts to guide students through the processes of responsible citizenship participation. | The intern actively engages students in recognizing the rights and responsibilities of citizens in identifying societal needs, setting directions for public policies, and working to support both individual rights and the common good. In addition, he or she provides opportunities for students to participate in community service and political activities and develop skill in using the democratic process to influence public policy. The candidate enables students to become responsible citizens as they face political issues as they approach voting age. |

**Summary Assessment of NCSS Standards**



Revision Date: July 21, 2016

2004 NCSS Standards