

In addition to the Arkansas Teaching Standards, the teacher of Social Studies, grades 7-12, 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 Ability to develop essential questions to guide student engagement and stimulate thinking, and design student-centered learning (e.g., project/problem/inquiry-based learning)</li> <li>1.2 Ability to apply disciplinary tools and concepts in the fields of civics, economics, geography, and history</li> <li>1.3 Ability to understand and articulate what constitutes the social studies, its overarching themes and cross-curricular connections and concepts</li> <li>1.4 Ability to select and utilize tools appropriate for the discipline, including a variety of relevant technologies</li> <li>1.5 Ability to evaluate sources and use evidence</li> <li>1.6 Ability to guide students in selecting and evaluating appropriate secondary and primary resources and their use in supporting arguments and informational/explanatory pieces of writing</li> <li>1.7 Ability to model active and responsible citizenship behaviors.</li> <li>1.8 Ability to facilitate opportunities for students to participate in activities to strengthen the common good based upon careful evaluation of possible options for citizen action</li> <li>1.9 Ability to connect learning to real-life, useful experiences (e.g., current issues, community projects, service learning, interaction with local agencies, guest speakers)</li> <li>1.10 Ability to use knowledge, skills, and dispositions from social studies to organize and provide integrated instruction in grades 7-12 for the study of major themes, concepts and modes of inquiry drawn from academic fields that address the 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; and civic ideals and practices</li> <li>1.11 Knowledge, capabilities, and dispositions to provide learning opportunities that support learners’ intellectual, social, and personal development</li> <li>1.12 Knowledge, capabilities, and dispositions to create learning experiences that fit the different approaches to learning of diverse learners</li> <li>1.13 Knowledge, capabilities, and dispositions to use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills</li> <li>1.14 Knowledge, capabilities, and dispositions to create learning environments that encourage social interaction, active</li> </ul>
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	<p>engagement in learning, and self-motivation verbal, nonverbal, and media communication techniques that foster active inquiry, collaboration, and supportive interaction in the classroom</p> <p>1.15 Knowledge, capabilities, and dispositions to plan instruction for the appropriate school levels based on understanding of subject matter, students, the community, and curriculum goals</p> <p>1.16 Knowledge, capabilities, and dispositions to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of learners</p> <p>1.17 Ability to assess student learning using various assessment formats, including performance assessment, fixed response, open-ended questioning, and portfolio strategies</p> <p>1.18 Knowledge, capabilities, and dispositions to foster cross-curricular collaboration and other positive relationships with school colleagues, and positive associations with parents and others in the larger community to support student learning and well-being</p>
<p><b>2. United States History</b></p> <p>C3 Framework Praxis II (0086/5086): I</p>	<p>2.1 Ability to understand basic North American geography, peoples, and cultures prior to European colonization</p> <p>2.2 Ability to understand how and why European colonies in North America were founded and developed</p> <p>2.3 Ability to understand how European, African, and Native American peoples interacted in North America during the colonial period</p> <p>2.4 Ability to understand the origins of the American Revolution and its impact on the founding of the United States (U.S.)</p> <p>2.5 Ability to understand the United States Constitution and Bill of Rights, the context that led to their writing and adoption, and their impact on the political development of the early U.S.</p> <p>2.6 Ability to understand the causes and consequences of territorial expansion of the U.S.</p> <p>2.7 Ability to understand the causes and consequences of 19th-century sectionalism, the Civil War, and Reconstruction</p> <p>2.8 Ability to understand the relationships among industrialization, urbanization, and immigration in the late 19th and early 20th centuries</p> <p>2.9 Ability to understand the political, economic, social, and cultural developments from the Progressive Era through the New Deal</p> <p>2.10 Ability to understand the causes of the U.S. participation in the First and Second World Wars and the consequences of the wars at home and abroad</p> <p>2.11 Ability to understand the origins, development, and consequences of the Cold War both abroad and domestically</p> <p>2.12 Ability to understand the impact of social, economic, and</p>

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	<p>technological changes in the latter half of the 20th-century (e.g., counterculture, globalization, information age)</p> <p>2.13 Ability to understand the political realignment from the New Deal and the Great Society through the rise of conservatism</p> <p>2.14 Ability to understand the ongoing impact of race, gender, and ethnicity throughout American history</p> <p>2.15 Ability to understand how participants in the political process (e.g., presidents, the judiciary, Congress, political parties) engage in politics and shape policy</p> <p>2.16 Ability to understand the emergence of the U.S. as a world power and the evolving role of the U.S. in the world</p> <p>2.17 Ability to understand the influence of religion on American society throughout American history</p> <p>2.18 Ability to understand major economic transformations that occurred in the U.S. (e.g., changes in technology, business, and labor)</p> <p>2.19 Ability to understand the causes and consequences of changing patterns of immigration to the U.S. and internal migration within the U.S.</p> <p>2.20 Ability to understand the struggles and achievements of individuals and groups for greater political and civil rights throughout U.S. history</p> <p>2.21 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>2.22 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>2.23 Ability to understand how and why individuals (including historians) may hold and espouse different views about the past</p> <p>2.24 Ability to understand the effects of twentieth-century developments and transformations in the United States (e.g., assembly line, space age, technology)</p> <p>2.25 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><b>3. World History</b></p> <p>C3 Framework</p> <p>Praxis II (0086/5086):II</p>	<p>3.1 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</p>

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	<p>that are inconsequential</p> <p>3.2 Ability to understand how and why individuals (including historians) may hold and espouse different views about the past</p> <p>3.3 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>3.4 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</p> <p>3.5 Knowledge of the major contributions of classical civilizations</p> <p>3.6 Ability to understand and imparts the importance of major historical periods, people, events, developments, and documents</p> <p>3.7 Ability to understand importance of cultural unity and diversity within and across groups</p> <p>3.8 Ability to comprehend how important historical events and developments have shaped the modern world</p> <p>3.9 Ability to examine institutions, values, and beliefs of people in the past</p> <p>3.10 Knowledge of the formation, organization, and interactions of the classical civilizations of Greece, Rome, Persia, India, and China in the period 1000 B.C.E. to 500 C.E.</p> <p>3.11 Knowledge of the main aspects of the transformation of classical civilizations as a result of invasions, trade, and the spread of religions in the period 300 C.E. to 1400 C.E.</p> <p>3.12 Knowledge of the major political, social, and economic developments in Europe from the Renaissance through the Enlightenment</p> <p>3.13 Knowledge of the major political, social, economic, and biological causes and effects of growing global interactions, including trade, exploration, and colonization in the period 1200 C.E. to 1750 C.E.</p> <p>3.14 Knowledge of the major causes and consequences of revolutions, nationalism, and imperialism in the period 1750 to 1914 C.E.</p> <p>3.15 Knowledge of the major ideological, economic, and political causes and consequences of the First and Second World Wars and the Cold War (e.g., Russian Revolution, decolonization)</p> <p>3.16 Knowledge of the major developments of the post-Cold War world (e.g., growth of the globalized economy, rise of fundamentalism and nationalism)</p> <p>3.17 Ability to understand how technological innovations and adaptations have shaped world societies</p> <p>3.18 Ability to understand the roles of major world religions in shaping societies and effecting major historical turning points</p>
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	<p>3.19 Knowledge of the roles of trade and other forms of economic exchange (e.g., tribute, gift giving) both within societies and in contacts between societies</p> <p>3.20 Ability to understand the major political ideologies that have influences on the organization of societies in the modern world (e.g., totalitarianism, liberalism, nationalism)</p> <p>3.21 Ability to understand the major economic transformations that have affected world societies (e.g., spread of the market economy, industrialization)</p> <p>3.22 Ability to understand the major differences and similarities in family structure and gender roles across societies</p> <p>3.23 Ability to understand the major demographic trends in world history and their effects</p>
<p><b>4. Geography</b></p> <p>C3 Framework</p> <p>Praxis II (0086/5086): IV</p>	<p>4.1 Knowledge of the uses of geography (e.g., apply geography to interpret past, to interpret present, to plan for future)</p> <p>4.2 Knowledge of world and regional geography (e.g., spatial terms, places, and regions)</p> <p>4.3 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>4.4 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>4.5 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>4.6 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>4.7 Examine where people, places, and resources are located, why they are there, and why this matters</p> <p>4.8 Ability to explore characteristics, distribution, and migration of human populations on Earth’s surface</p> <p>4.9 Ability to consider, compare, and evaluate existing uses of resources and land in communities, regions, countries, and the world</p> <p>4.10 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>4.11 Ability to understand locales, regions, nations, and the world relative to place, location, direction, size, and shape</p> <p>4.12 Knowledge of how people of different cultural backgrounds interact with their environment, family, neighborhoods, and</p>

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	<p>communities</p> <p>4.13 Ability to describe how people create places that reflect culture, human needs, current values and ideals, and government policies</p> <p>4.14 Ability to understand the interaction between physical geography and culture, history, politics, and economics</p> <p>4.15 Ability to observe and analyze social and economic effects of environmental changes, both positive and negative</p> <p>4.16 Ability to infer 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>4.17 Knowledge of basic concepts of political geography, including borders, state formation, and contemporary areas of conflict</p> <p>4.18 Ability to understand demographic patterns (e.g., composition, density, distribution) and demographic change</p> <p>4.19 Ability to understand the development and changing nature of agriculture (e.g., genetically modified crops, agribusiness, biotechnologies)</p> <p>4.20 Ability to understand renewable and nonrenewable natural resources</p> <p>4.21 Knowledge of how to locate and use sources of geographic data (e.g., Census Bureau, Population Reference Bureau)</p>
<p><b>5. Government, Politics, and Civics</b></p> <p>C3 Framework</p> <p>Praxis II (0086/5086): III</p>	<p>5.1 Ability to understand political theory: major political concepts, major political theorists, political orientations (e.g., liberal, conservative)</p> <p>5.2 Ability to understand U.S. government and politics: constitutional underpinnings; federalism; powers, structure, and processes of national political institutions; civil liberties and civil rights, political beliefs, and behaviors; electoral process, political parties, interest group, and mass media</p> <p>5.3 Ability to understand comparative politics and international relations: forms of government (e.g., parliamentary, federal); major regime types (e.g., democracy, autocracy); major types of electoral systems; foreign policy; the theories of international relations (e.g., realism, liberalism); international relations in practice (e.g., conflict, cooperation, diplomacy); power and problems of international organizations and international law</p> <p>5.4 Ability to understand the nature, purpose, and forms (e.g., federal, state, local) of government</p> <p>5.5 Ability to identify representative leaders from various levels and branches of government</p> <p>5.6 Ability to understand key U.S. documents (e.g., U.S. Constitution, Declaration of Independence, Bill of Rights) and recognize how they attempt to balance the needs of the</p>

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	<p>individual and the group</p> <p>5.7 Ability to understand civic ideals and democratic principles implicit in basic documents (e.g., human dignity and individual rights, justice, general welfare, freedom, equality, rule of law)</p> <p>5.8 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>5.9 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>5.10 Ability to understand the use of democratic ideas in history and today</p> <p>5.11 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>5.12 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>5.13 Ability to explain conditions, actions, and motivations that contribute to conflict and cooperation within and among nations</p> <p>5.14 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>5.15 Ability to understand the role and impact of citizen participation in civil society and in the political arena</p> <p>5.16 Ability to analyze and evaluate the influence of various forms of citizen action on public policy</p> <p>5.17 Ability to evaluate the effectiveness of public opinion in influencing and shaping public policy development and decision making</p> <p>5.18 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>5.19 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>6. Economics (Production, Distribution, and Consumption)</b></p> <p>C3 Framework</p> <p>Praxis II (0086/5086): V</p>	<p>6.1 Ability to understand microeconomics: scarcity, choice and opportunity costs, economic systems, factors of production, supply and demand, market efficiency, and the role of government (taxes, subsidies, and price controls), and distribution of income, product markets, and behavior of firms</p> <p>6.2 Ability to understand macroeconomics: measures of economic performance, unemployment, inflation, business cycle, fiscal</p>

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	<p>policy, money and banking, monetary policy, international trade and exchange rates, and economic growth</p> <p>6.3 Ability to understand interdependent world economy</p> <p>6.4 Ability to understand the difference between wants and needs, create opportunities for secondary learners to develop such an understanding</p> <p>6.5 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</p> <p>6.6 Ability to understand how economics affects population, resources, and technology</p> <p>6.7 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>6.8 Ability to compare the costs and benefits to society of allocating goods and services through private and public means</p> <p>6.9 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>6.10 Ability to analyze the role of specialization and exchange in economic processes</p> <p>6.11 Ability to assess how values and beliefs influence private and public economic decisions in different societies</p> <p>6.12 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>6.13 Ability to apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues</p> <p>6.14 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>6.15 Ability to examine the values and assumptions underlying the theories and models of economics</p> <p>6.16 Ability to distinguish between economics as a field of inquiry and the economy</p>
<p><b>7. Anthropology, Sociology, and Psychology</b></p> <p>C3 Framework</p>	<p>7.1 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>7.2 Ability to appreciate the role of culture in shaping lives and</p>

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	<p>social issues and problems</p> <p>7.21 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>7.22 Ability to explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations</p>
<p><b>8. Incorporate Disciplinary Literacy</b></p> <p>CCSS - English/Language Arts: English Language Arts &amp; Literacy in Science, and Technical Subjects, grades 7-12</p>	<p><u>Reading in History/Social Studies, Grades 7-12</u></p> <p>Reading competencies for literacy in history/social studies for grades 7-12 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>8.1 Citing specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole</p> <p>8.2 Determining the central ideas or information of a primary or secondary source, providing an accurate summary that makes clear the relationships among the key details and ideas</p> <p>8.3 Analyzing in detail a series of events described in a text; determining whether earlier events caused later ones or simply preceded them</p> <p>8.4 Evaluating various explanations for actions or events and determining which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain</p> <p>8.5 Determining the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text</p> <p>8.6 Analyzing in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole</p> <p>8.7 Evaluating authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence</p> <p>8.8 Integrating and evaluating multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem</p> <p>8.9 Evaluating an author's premises, claims, and evidence by corroborating or challenging them with other information</p> <p>8.10 Integrating information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources</p> <p>8.11 Reading and comprehending a variety of historical and sociological documents appropriate for instruction within the</p>

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	<p>7-12 text complexity band</p> <p><u>Writing in History/Social Studies, Science, and Technical Subjects, Grades 7-12</u></p> <p>Writing competencies for literacy in history/social studies, science, and technical subjects for grades 7-12 will be demonstrated by</p> <p>8.12 Writing arguments focused on discipline-specific content by</p> <ul style="list-style-type: none"> <li>a. Introducing precise, knowledgeable claim(s), establishing the significance of the claim(s), distinguishing the claim(s) from alternate or opposing claims, and creating an organization that logically sequences the claim(s), counterclaims, reasons, and evidence</li> <li>b. Developing claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.</li> <li>c. Using words, phrases, and clauses as well as varied syntax to link the major sections of the text, creating cohesion, and clarification of the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Establishing and maintaining a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Providing a concluding statement or section that follows from or supports the argument presented</li> </ul> <p>8.13 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>a. Introducing a topic and organizing complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting(e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension</li> <li>b. Developing the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic</li> <li>c. Using varied transitions and sentence structures to link the major sections of the text, creating cohesion, and clarifying the relationships among complex ideas and concepts</li> <li>d. Using precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage</li> </ul>
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	<p>the complexity of the topic, conveying a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers</p> <p>e. Providing a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic)</p> <p>8.14 Producing clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>8.15 Developing and strengthening writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience</p> <p>8.16 Using technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information</p> <p>8.17 Conducting short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrowing or broadening the inquiry when appropriate; synthesizing multiple sources on the subject, demonstrating understanding of the subject under investigation</p> <p>8.18 Gathering relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assessing the strengths and limitations of each source in terms of the specific task, purpose, and audience, integrating information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source, and following a standard format for citation</p> <p>8.19 Drawing evidence from informational texts to support analysis, reflection, and research</p> <p>8.20 Writing 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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