

# Competencies for Teachers: Social Studies, Grades 4-8

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<p><b>1. Content Knowledge</b> <i>NCSS: Standard 1</i></p>	<p><b><u>NCSS Standard 1:</u></b> <i>Candidates demonstrate knowledge of social studies disciplines. Candidates are knowledgeable of disciplinary concepts, facts, and tools; structures of inquiry; and forms of representation.</i></p> <p>1.1 Shows knowledge of the concepts, facts, and tools in civics, economics, geography, history, and social/behavioral sciences</p> <p>1.2 Shows knowledge of disciplinary inquiry in civics, economics, geography, history, and the social/behavioral sciences</p> <p>1.3 Shows knowledge of disciplinary forms of representation in civics, economics, geography, and the social/behavioral sciences</p>
<p><b>2. Application of Content Through Planning</b> <i>NCSS: Standard 2</i></p>	<p><b><u>NCSS Standard 2:</u></b> <i>Candidates plan learning sequences that leverage social studies knowledge and literacies, technology, and theory and research to support the civic competence of learners.</i></p> <p>2.1 Plan learning sequences that demonstrate social studies knowledge aligned with the C3 Framework, state-required content standards, and theory and research</p> <p>2.2 Plan learning sequences that engage learners with disciplinary concepts, facts, and tools from the social studies disciplines to facilitate social studies literacies for civic life</p> <p>2.3 Plan learning sequences that engage learners in disciplinary inquiry to develop social studies literacies for civic life</p> <p>2.4 Plan learning sequences where learners create disciplinary forms of representation that convey social studies knowledge and civic competence</p> <p>2.5 Plan learning sequences that use technology to foster civic competence</p>
<p><b>3. Design and Implementation of Instruction and Assessment</b> <i>NCSS: Standard 3</i></p>	<p><b><u>NCSS Standard 3:</u></b> <i>Candidates design and implement instruction and authentic assessments, informed by data literacy and learner self-assessment, that promote civic competence.</i></p> <p>3.1 Designs and implements a range of authentic assessments that measure learners' mastery of disciplinary knowledge, inquiry, and forms of representation for civic competence and demonstrate alignment with state-required content standards</p> <p>3.2 Designs and implements learning experiences that engage learners in disciplinary knowledge, inquiry, and forms of representation for civic competence and demonstrate alignment with state-required content standards</p> <p>3.3 Uses theory and research to implement a variety of instructional practices and authentic assessments featuring disciplinary knowledge, inquiry, and forms of representation for civic competence</p> <p>3.4 Exhibits data literacy by using assessment data to guide instructional decision-making and reflect on student learning outcomes related to disciplinary knowledge, inquiry, and forms of representation for civic competence</p> <p>3.5 Engages learners in self-assessment practices that support individualized learning outcomes related to disciplinary knowledge, inquiry, and forms of representation for civic competence</p>

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<p><b>4. Social Studies Learners and Learning</b> NCSS: Standard 4 New America</p>	<p><b><u>NCSS Standard 4:</u></b> <i>Candidates use knowledge of learners to plan and implement relevant and responsive pedagogy, create collaborative and interdisciplinary learning environments, and prepare learners to be informed advocates for an inclusive and equitable society.</i></p> <p>4.1 Uses knowledge of learners’ socio-cultural assets, learning demands, and individual identities to plan and implement relevant and responsive pedagogy that ensures equitable learning opportunities in social studies</p> <p>4.2 Facilitates collaborative, interdisciplinary learning environments in which learners use disciplinary facts, concepts, and tools, engage in disciplinary inquiry, and create disciplinary forms of representation</p> <p>4.3 Engages learners in ethical reasoning to deliberate social, political, and economic issues, communicate conclusions, and take informed action toward achieving a more inclusive and equitable society</p> <p><b><u>New America:</u></b></p> <p>4.4 Model high expectations for all students</p> <p>4.5 Promotes respect for students’ differences</p>
<p><b>5. Professional Responsibility and Informed Action</b> NCSS: Standard 5</p>	<p><b><u>NCSS Standard 5:</u></b> <i>Reflect and expand upon their social studies knowledge, inquiry skills, and civic dispositions to advance social justice and promote human rights through informed action in schools and/or communities</i></p> <p>5.1 Uses theory and research to continually improve their social studies knowledge, inquiry skills, and civic dispositions, and adapt practice to meet the needs of each learner</p> <p>5.2 Explores, interrogates, and reflects upon their own cultural frames to attend to issues of equity, diversity, access, power, human rights, and social justice within their schools and/or communities</p> <p>5.3 Takes informed action in schools and/or communities and serve as advocates for learners, the teaching profession, and/or social studies</p>
<p><b>6. Course-Specific Competencies</b> Praxis (5089): Sections I-V</p>	<p><b><u>NCSS Theme 1 (Culture):</u></b> <i>In a multicultural, democratic society and globally connected world, students need to understand the multiple perspectives that derive from different cultural vantage points</i></p> <p>6.1 United States History</p> <p>A. Chronological Developments in United States History</p> <ol style="list-style-type: none"> <li>a) Understands basic North American geography and the peoples and cultures of North prior to European colonization</li> <li>b) Understands how and why European colonies in North America were founded and developed</li> <li>c) Understands how European, African, and American Indian peoples interacted in North America during the colonial period</li> <li>d) Understands the origins of the American Revolution and the challenges faced by the early republic</li> <li>e) Understands the context that led to the writing and adoption of the United States Constitution and Bill of Rights and their impact on the political development of the early United States</li> </ol>

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- f) Understands causes (e.g., Manifest Destiny, gold rush) and effects (e.g., displacement of native peoples, economic expansion) of territorial expansion of the United States in the 19th century
- g) Understands causes and effects of 19th-century sectionalism, the Civil War, and Reconstruction
- h) Understands the relationship among industrialization, urbanization, and immigration in the late 19th and early 20th centuries
- i) Knows major political, economic, social, and cultural developments from the Progressive Era through the New Deal
- j) Understands causes of United States participation in the First and Second World Wars and effects of the wars at home and abroad
- k) Understands the origins, development, and effects of the Cold War both abroad and domestically
- l) Understands social and political changes in the United States from the 1940s to the 1970s (e.g., Civil Rights movement, counterculture, conservatism)
- m) Understands the impact of economic and technological changes in the latter half of the 20th century (e.g., globalization, information age)

## B. Major Themes in United States History

- a) Understands ongoing impacts of racial, gender, and ethnic divisions throughout American history
- b) Understands how participants in the political process (e.g., presidents, the judiciary, Congress, and political parties) engaged in politics and shaped policy
- c) Understands the emergence of the United States as a world power and the evolving role of the United States in the world
- d) Understands major economic transformations (e.g., in agriculture, business, and labor) that occurred in the United States
- e) Understands causes and effects of changing patterns of immigration to the United States and internal migration within the United States
- f) Understands the struggle and achievements by individuals and groups for greater political and civil rights throughout United States history

## 6.2 World History

### A. Chronological Developments in World History

- a) Knows the formation, organization, and contributions of early civilizations in Africa, Europe, and Asia from 8000 B.C.E. to 1000 B.C.E. and in the Americas from 2000 B.C.E. to 1500 C.E.
- b) Knows the formation, organization, and contributions of the classical civilizations of Greece, Rome, Persia, India, and China from 1000 B.C.E. to 500 C.E.
- c) Knows how civilizations changed because of invasions, trade, and the spread of Islam and Christianity from 300 to 1400 C.E.
- d) Knows causes and effects of the Renaissance, Reformation, and Enlightenment from 1400 to 1800 C.E.

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- e) Knows major causes and effects of growing global interactions from 1200 to 1750 C.E. (e.g., Columbian Exchange, colonization, the Plague)
  - f) Knows major causes and effects of revolutions, nationalism, and imperialism from 1750 to 1914
  - g) Knows major ideological, economic, and political causes and effects of the First and Second World Wars and the Cold World (e.g., Russian Revolution, decolonization)
  - h) Knows major developments of the post-Cold War world (e.g., growth of the globalized economy, rise of fundamentalism and nationalism)
- B. Major Themes in World History
- a) Knows how scientific inquiry, technological innovations, and adaptations shaped world societies
  - b) Understands the role of major religions in shaping societies and effecting major world religions in shaping societies and effecting major historical turning points (e.g., the spread of Buddhism, the Crusades, Hinduism)
  - c) Knows the role of trade and other forms of other economic exchange (e.g., tribute, gift giving) both within societies and in contacts between societies
  - d) Knows major political ideologies that have influenced the organization of societies in the modern world (e.g., fascism, liberalism, nationalism)
  - e) Understands major economic transformations that have influenced the organization of societies in the modern world (e.g., feudalism, spread of the market economy, industrialization)
  - f) Understands the roles of both conflict (e.g., imperialism) and cooperation (e.g., United Nations) in shaping and transforming societies
  - g) Knows major demographic trends (e.g., urbanization, migration, population, growth) in world history and their effects
  - h) Knows how exploration (e.g., continental, overseas, outer space) affects human societies
  - i) Understands how struggles for human rights and individual expression in shaped various societies
- 6.3 Government/Civics
- A. United States Government and Civics
- a) Understands the key concepts and ideas on which the United States government is based (e.g., popular sovereignty, separation of powers, rule of law)
  - b) Understands federalism and the basic relationship between the states and the national government
  - c) Understands the origins, development, interpretations, and ongoing impact of the United States Constitution

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- d) Understands the origin, role, and interactions of the three branches of the federal government
- e) Understands the development and political impact of civil rights and civil liberties in the United States
- f) Understands how the election process operates in the United States
- g) Understands the role of political parties, interest groups, and the media in the political process
- h) Understands the rights, responsibilities, and duties of citizens
- B. Comparative Government and International Relations
  - a) Understands the major characteristics of different political systems (e.g., democracy, republic, totalitarianism)
  - b) Understands the relationship between political systems and economic conditions
- 6.4 Geography
  - A. Geographic Literacy
    - a) Understands relative and absolute location and the physical and human characteristics of “place”
    - b) Understands how to utilize characteristics to identify regions
  - B. Map Skills
    - a) Understands latitude and longitude
    - b) Understands special patterns and their meanings
    - c) Understands recent technological sources of geographic information
  - C. Physical Geography
    - a) Demonstrates knowledge of various types of physical features on the Earth’s surface
    - b) Understands the interrelationship between the environment and human activity
    - c) Knows the physical processes related to the formation of geographic features
    - d) Knows the basic patterns of climate, ecosystems, and natural resources
  - D. Human Geography
    - a) Knows spatial patterns of culture and economic activities
    - b) Understands basic population patterns
    - c) Understands basic patterns of land use
    - d) Understands patterns and interrelationships of migration, trade, and diffusion of ideas
    - e) Knows basic concepts of political geography
    - f) Understands how culture and cultural change, human adaptation, and diversity influence human behavior
- 6.5 Economics
  - A. Microeconomics I-II
    - a) Knows the concepts of scarcity, choice, and opportunity costs
    - b) Knows the differences among market, command, and mixed economies



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	<ul style="list-style-type: none"> <li>c) Demonstrates knowledge of market structure and the characteristics and behavior of firms in perfect competition, monopoly, oligopoly, and monopolistic competition</li> <li>d) Demonstrates understanding of markets and the determination of income distributions and the returns of factors of production (wage, interest, rent, profits)</li> </ul> <p><b>B. Macroeconomics</b></p> <ul style="list-style-type: none"> <li>a) Demonstrates understanding of gross domestic product (GDP) and its components</li> <li>b) Demonstrates understanding of how unemployment is measured and its causes and consequences</li> <li>c) Understands the principle of supply and demand</li> <li>d) Knows how government intervention and public policies affect the economy (e.g., taxation, regulation)</li> <li>e) Knows how consumer choices affect the economy</li> <li>f) Understands basic principles of personal finance (e.g., budgeting, interest, investment)</li> <li>g) Understands how the factors of production (i.e., land, labor, capital, and entrepreneurship) affect economic activity</li> <li>h) Knows different measures of economic performance (e.g., GDP, unemployment, inflation)</li> <li>i) Understands basic functions of money and how it circulates through the economy</li> <li>j) Knows the interdependence of the global economy</li> </ul>
<p><b>7. Computing Concepts</b> AR CSS K-8</p>	<p>7.1 Demonstrates understanding of computational thinking and problem solving</p> <ul style="list-style-type: none"> <li>• Analyzes problem solving strategies</li> <li>• Analyzes connections between elements of mathematics and computer science</li> <li>• Solves problems cooperatively and collaboratively</li> </ul> <p>7.2 Demonstrates understanding of data and information</p> <ul style="list-style-type: none"> <li>• Analyzes problem solving strategies</li> <li>• Analyzes connections between elements of mathematics and computer science</li> <li>• Solves problems cooperatively and collaboratively</li> </ul> <p>7.3 Demonstrate an understanding of algorithms and computer programs</p> <ul style="list-style-type: none"> <li>• Creates, evaluates, and modifies algorithms</li> <li>• Creates computer programs to solve programs</li> </ul> <p>7.4 Demonstrate understanding of computers and communications</p> <ul style="list-style-type: none"> <li>• Analyzes the utilization of computers</li> <li>• Utilizes appropriate digital tools for various applications</li> <li>• Analyzes various components and functions of computers</li> </ul> <p>7.5 Demonstrates understanding of community, global, and ethical impacts by analyzing appropriate uses of technology</p>

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<p><b>8. Arkansas History</b> <i>DESE AR History</i></p>	<p>8.1 Analyzes geographic attributes of Arkansas and how the geography of Arkansas influences the social, political, and economic development of the state</p> <p>8.2 Analyzes the economic influences on Arkansas and the economic impact of Arkansas nationally and globally</p> <p>8.3 Analyzes the government and politics in Arkansas and the influence of government and politics on social issues</p> <p>8.4 Examines the impact of historical events and people on the development of Arkansas</p>
<p><b>9. Young Adolescent Development</b> <i>AMLE: Standards 1 &amp; 3</i> <i>GUIDE for Life</i></p>	<p><b><u>AMLE</u></b></p> <p>9.1 Demonstrates comprehensive knowledge of young adolescent development</p> <p>9.2 Demonstrates an understanding of the implications of diversity on the development of young adolescents</p> <p>9.3 Demonstrates knowledge of young adolescent development when planning and implementing middle level curriculum and when selecting and using instructional strategies</p> <p>9.4 Applies knowledge of young adolescent development when making decisions about their respective roles in creating and maintaining developmentally responsive learning environments</p> <p>9.5 Utilize knowledge of the effective components of middle level programs and schools to foster equitable educational practices and to enhance learning for all students (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition)</p> <p><b><u>GUIDE for Life</u></b></p> <p><i>The Arkansas Department of Education has identified five guiding principles that support educators, business leaders, communities and students in their efforts to help all Arkansans develop these critical skills. Each principle represents a set of skills needed to thrive at home, school, on the job and in the community. These guiding principles are:</i></p> <p>9.6 Growth (manage yourself)</p> <ul style="list-style-type: none"> <li>• Develops problem-solving</li> <li>• Practices mindfulness</li> <li>• Perseveres</li> </ul> <p>9.7 Understanding (know yourself)</p> <ul style="list-style-type: none"> <li>• Increase self-awareness</li> <li>• Knows your strengths and weaknesses</li> <li>• Develop critical thinking skills</li> </ul> <p>9.8 Interaction (build relationships)</p> <ul style="list-style-type: none"> <li>• Consider personal beliefs</li> <li>• Think through potential consequences</li> <li>• Put your best self forward</li> </ul> <p>9.9 Decisions (make responsible choices)</p>

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	<ul style="list-style-type: none"> <li>• Consider personal beliefs</li> <li>• Think through potential consequences</li> <li>• Put your best self forward</li> </ul> <p>9.10 Empathy (be aware of others)</p> <ul style="list-style-type: none"> <li>• See other perspectives</li> <li>• Value the feelings of others</li> <li>• Appreciate diversity</li> </ul>
<p><b>10. Disciplinary Literacy</b></p> <p><i>AR K-5 ELA</i> <i>AR DLS</i></p>	<p style="text-align: center;"><b><u>Arkansas English Language Arts Standards Grades K-5</u></b></p> <p style="text-align: center;"><b><u>[Anchor Standards for Reading]</u></b></p> <p>10.1 Reads closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text</p> <p>10.2 Determines central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas</p> <p>10.3 Analyzes how and why individuals, events, and ideas develop and interact over the course of a text</p> <p>10.4 Interprets words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings; analyze how specific word choices shape meaning and/or tone</p> <p>10.5 Analyzes the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, stanza) relate to each other and the whole</p> <p>10.6 Assesses how point of view, perspective, and/or purpose shapes the content and style of a text</p> <p>10.7 Integrates and evaluate content presented in diverse media and formats</p> <p>10.8 Analyzes and evaluates the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence</p> <p>10.9 Analyzes how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches of the author(s)</p> <p>10.10 Reads and comprehends complex literary and informational texts independently and proficiently</p> <p style="text-align: center;"><b><u>[Anchor Standards for Writing]</u></b></p> <p>10.11 Writes arguments to support claims when analyzing substantive topics or texts using valid reasoning and relevant, sufficient evidence</p> <p>10.12 Writes informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content</p> <p>10.13 Writes narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences</p> <p>10.14 Produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p>

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- 10.15 Develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach
- 10.16 Uses technology, including the Internet, to produce and publish writing and to interact and collaborate with others
- 10.17 Conducts short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation
- 10.18 Gathers relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism
- 10.19 Draws evidence from literary and/or informational texts to support analysis, reflection, research, and synthesis
- 10.20 Writes routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

## **Arkansas Disciplinary Literacy Standards**

The Arkansas Disciplinary Literacy Standards for Grades 6-12 describe the requisite knowledge and skills for reading and writing in history/social studies, science, and technical subjects. Although the standards are divided into Reading and Writing strands for conceptual clarity, the processes of communication are closely connected and should be integrated during instruction. The reading standards are further divided into Reading in History/Social Studies and Reading in Science and Technical Subjects. The goal of these standards is to prepare students for success as they enter the workforce or higher education institutions. To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and non-print texts in media forms old and new

### **Reading Standards for Literacy in History/Social Studies, Grades 6-8**

- 10.21 Reads historical/social studies texts closely to determine what the text says explicitly and to make logical inferences from it, while determining central ideas or themes and analyzing development by
- Cites specific textual evidence to support analysis of primary and secondary sources
  - Determines the central ideas or information of a primary or secondary source; providing an accurate summary of the source distinct from prior knowledge or opinions
  - Identifies key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered)
- 10.22 Interprets words and phrases as they are used in a historical/social studies texts, while analyzing the structure of such texts by

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- Determines the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies
- Describes how a text presents information (e.g., sequentially, comparatively, causally)
- Identifies aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts)

10.23 Integrates knowledge and ideas by

- Integrates visual information (e.g., in charts, photographs, videos, maps) with other information in print and digital texts
- Distinguishes among fact, opinion, and reasoned judgement in a text
- Analyzes the relationship between a primary and secondary source on the same topic

10.24 Completes a text complexity analysis using all three text complexity measures: quantitative, qualitative, and reader and task

### **Writing Standards for Literacy in History/Social Studies, Grade 6-8**

10.25 Writes arguments focused on discipline specific content:

- Introduces claim(s) about a topic or issue, acknowledging and distinguishing the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically
- Supports claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources
- Uses words, phrases, and clauses to create cohesion and clarify relationships among (claims), counterclaims, reasons, and evidence
- Establishes and maintains a formal style
- Provides a concluding statement or section that follows from and supports the argument presented

10.26 Writes informative/explanatory texts, such as the narration of historical events, scientific procedures/experiments:

- Introduces a topic clearly, previewing what is to follow; organizing ideas, concepts, and information into broader categories as appropriate to achieving purpose; including formatting (e.g. headings), graphics (e.g., charts and tables), and multimedia when useful to aiding comprehension
- Develops the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples
- Uses appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts
- Uses precise language and domain-specific vocabulary to inform about or explain the topic
- Establishes and maintains a formal style and objective tone
- Provides a concluding statement or section that follows from and supports the information or explanation presented

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## 10.27 Produces and distribute writing:

- Produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- Develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed
- Uses technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently

## 10.28 Uses research to build and present knowledge:

- Conducts short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration
- Gathers relevant information from multiple print and digital sources, using search terms effectively; assessing the credibility and accuracy of each source; quoting or paraphrasing the data and conclusions of other while avoiding plagiarism and following a standard format for citation
- Draws evidence from information to support analysis, reflection, and research

## 10.29 Writes 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