

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

2023

In addition to the Arkansas Teaching Standards and noting the Rules and Laws Affecting Social Studies in Arkansas, the teacher of Social Studies, grades 4-8, shall demonstrate knowledge and competencies in the following areas:

<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  1.2 Shows knowledge of disciplinary inquiry in civics, economics, geography, history, and the social/behavioral sciences  1.3 Shows knowledge of disciplinary forms of representation in civics, economics, geography, and the social/behavioral sciences</p>
<p><b>2. Course-Specific Competencies</b> <i>Praxis (5089): Sections I-VI</i></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>2.1 United States History  A. Chronological Developments in United States History  B. Major Themes in United States History</p> <p>2.2 World History  A. Chronological Developments in World History  B. Major Themes in World History</p> <p>2.3 Government/Civics  A. United States Government and Civics  B. Comparative Government and International Relations</p> <p>2.4 Geography  A. Geographic Literacy  B. Map Skills  C. Physical Geography  D. Human Geography</p> <p>2.5 Economics  A. Microeconomics I-II  B. Macroeconomics</p>

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<p><b>3. Application of Content Through Planning</b>  <i>NCSS: Standard 2            C3 Framework            AR Soc Studies Standards            GUIDE for Life            DESE Community Service Learning            AR DLS History/Soc Studies            AR CSS K-8</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>3.1 Plan learning sequences that demonstrate social studies knowledge aligned with the C3 Framework, state-required academic standards, and theory and research</p> <p>3.2 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 and community service</p> <p>3.3 Plan learning sequences that engage learners in disciplinary inquiry to develop social studies literacies for civic life</p> <p>3.4 Plan learning sequences where learners create disciplinary forms of representation that convey social studies knowledge and civic competence(C3, Dimension 4, pg.18; 59-64)</p> <p>3.5 Plan learning sequences that use technology to foster civic competence</p>
<p><b>4. Design and Implementation of Instruction and Assessment</b>  <i>NCSS: Standard 3            C3 Framework</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>4.1 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 academic standards representation for civic competence and demonstrate alignment with state-required academic standards</p> <p>4.2 Designs and implements learning experiences (C3, Dimension One, pages 23-27) that engage learners in disciplinary knowledge, inquiry, and forms of representation for civic competence and demonstrate alignment with state-required academic standards</p> <p>4.3 Uses theory and research to implement a variety of instructional practices and authentic assessments</p>

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	<p>featuring disciplinary knowledge, inquiry, and forms of representation for civic competence (C3, Dimension 4, pg.18; 59-64)</p> <p>4.4 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>4.5 Engages learners in self-assessment practices that support individualized learning outcomes related to disciplinary knowledge, inquiry, and forms of representation for civic competence</p>
<p><b>5. 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>5.1 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>5.2 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>5.3 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>5.4 Model high expectations for all students</p> <p>5.5 Promotes respect for students’ differences</p>
<p><b>6. Professional Responsibility and Informed Action</b> NCSS: Standard 5 C3 Framework</p>	<p><b><u>NCSS Standard 5:</u></b> <i>Reflect and expand upon their social studies knowledge, inquiry skills, and civic dispositions</i></p> <p>6.1 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>

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	<p>6.2 Takes informed action in schools and/or communities and serve as advocates for learners, the teaching profession, and/or social studies</p>
<p><b>7. Arkansas History</b> <i>DESE AR History</i></p>	<p>7.1 Analyzes geographic attributes of Arkansas and how the geography of Arkansas influences the social, political, and economic development of the state</p> <p>7.2 Analyzes the economic influences on Arkansas and the economic impact of Arkansas nationally and globally</p> <p>7.3 Analyzes the government and politics in Arkansas and the influence of government and politics on social issues</p> <p>7.4 Examines the impact of historical events and people on the development of Arkansas</p>
<p><b>8. Young Adolescent Development</b> <i>AMLE: Standards 1 &amp; 3</i> <i>GUIDE for Life</i></p>	<p><u><b>AMLE</b></u></p> <p>8.1 Demonstrates comprehensive knowledge of young adolescent development</p> <p>8.2 Demonstrates an understanding of the implications of diversity on the development of young adolescents</p> <p>8.3 Demonstrates knowledge of young adolescent development when planning and implementing middle level curriculum and when selecting and using instructional strategies</p> <p>8.4 Applies knowledge of young adolescent development when making decisions about their respective roles in creating and maintaining developmentally responsive learning environments</p> <p>8.5 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>