

## **ASSESSMENT #6**

### **Social Sciences Content Portfolios**

The Social Sciences/ Secondary Education program requires all candidates to complete a Content Portfolio that demonstrates how their content coursework reflects the ten NCSS themes. They assess their strengths and the areas where they feel less well prepared, providing a valuable window into their experiences and needs. Students are required to include major papers from their content courses, including a range of the social sciences and history courses. The portfolios are then rated excellent, satisfactory, minimal, or unsatisfactory. Students must receive a minimum score of Satisfactory on their Content Portfolio to remain in the program.

Candidate performance by indicator indicates a relatively stable pattern across the teacher candidates. As already mentioned, entry into Practicum is premised on the satisfactory completion of the Content Portfolio. All candidates scored within the Satisfactory (21-24) or Excellent (25-28) range. Candidates noted their strengths in Anthropology/Culture, World and US History, and Political Science. Science and Technology, Geography, and Economics were felt to be less well addressed in their coursework. Analysis of their teaching of content relative to the NCSS Standards in Student Teaching and Practicum however does not suggest a serious content deficiency, as they did successfully incorporate those areas. The more recent requirement for two economics courses (two candidates came in before the second one was required), and the requirement that all students take two geography courses in the new major, will help address this. The Science and Technology Standard and Economics Standard will be more fully addressed in future Practicum lesson planning.

**ASSESSMENT #6 DATA**

**RHODE ISLAND COLLEGE  
SOCIAL SCIENCE/SECONDARY EDUCATION MAJORS**

**PORTFOLIO ASSESSMENT  
SUMMARY SHEET**

**SOCIAL SCIENCES/ SECONDARY EDUCATION  
CONTENT PORTFOLIO RUBRIC**

**Student Name:** \_\_\_\_\_ **Evaluator(s):** \_\_\_\_\_

*Totals (from page 2)* (4)\_x\_\_\_\_\_ (3)\_x\_\_\_\_\_ (2)\_x\_\_\_\_\_ (1)\_x\_\_\_\_\_

**Final Score\*:** Excellent (25-28)

(Circle) Satisfactory (21-24)

Minimal (14-20)

Unacceptable (7-13)

\*Note that a score of -4" on any component of this rubric will require the student to redo it and satisfactorily address that element of the portfolio.

**Reviewer Comments:**

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>CONTENTS</b>	Portfolio contains all of the required material with appropriate substitutions.	Portfolio contains most of the required material with appropriate substitutions.	Portfolio contains some of the required material with appropriate substitutions.	Portfolio contains little of the required material/ Contains inappropriate substitutions.
<b>- CHOICE OF DOCUMENTATION</b>	Samples show student progress and substantive knowledge of NCSS Thematic Standards.	Samples show student progress and some knowledge of NCSS Thematic Standards.	Samples show some student progress and minimal knowledge of NCSS Thematic Standards.	Random selection of Samples. No knowledge of NCSS Thematic Standards displayed.
<b>ORGANIZATION</b>	Portfolio is completely and neatly organized. A reader can easily find things.	Portfolio is well organized. A reader has little difficulty finding things.	Portfolio is fairly well organized. A reader may have a little difficulty finding things.	Portfolio shows some attempt at organization. A reader has difficulty finding things.
<b>MECHANICS</b>	There are no errors in spelling, punctuation or grammar.	There are few errors in spelling, punctuation or grammar.	Errors in spelling, punctuation or grammar are evident.	Errors in spelling, punctuation or grammar are numerous.
<b>ARTIFACT EXPLANATIONS</b>	All explanations clearly and accurately relate the artifacts to the appropriate NCSS Standards.	Most explanations clearly and accurately relate the artifacts to the appropriate NCSS Standards.	Some explanations clearly and accurately relate the artifacts to the appropriate NCSS Standards.	Few of the explanations clearly and accurately relate the artifacts to the appropriate NCSS Standards.

<b>PERSONAL ASSESSMENT</b>	Personal Assessment accurately captures the student's mastery of NCSS Thematic Standards.	Personal Assessment for the most part captures the student's mastery of NCSS Thematic Standards.	Personal Assessment generally captures the student's mastery of NCSS Thematic Standards.	Personal Assessment does not accurately capture the student's mastery of NCSS Thematic Standards.
<b>OVERALL PORTFOLIO IMPACT</b>	The portfolio demonstrates well the student's skills, abilities, and knowledge in preparation for student teaching.	The portfolio helps to demonstrate the student's skills, abilities, and knowledge in preparation for student teaching.	The portfolio does little to demonstrate the student's skills, abilities, and knowledge in preparation for student teaching.	The portfolio does not demonstrate the student's skills, abilities, and knowledge in preparation for student teaching.

## SOCIAL SCIENCES/ SECONDARY EDUCATION CONTENT PORTFOLIO

**For:** All Students in the Social Sciences/ Secondary Education programs<sup>5</sup>

**Due:** If enrolling in Fall Student Teaching, due no later than April 15 (semester prior to Student Teaching)

If enrolling in Spring Student Teaching, due no later than Nov 15 (semester prior to Student Teaching)

**To:** Dr. Ellen Bigler, HBS 217-4 (456-8385 or [ebigler@ric.edu](mailto:ebigler@ric.edu) for questions)

Note: You are advised to meet with Dr. Bigler to discuss the construction of the portfolio and any questions you may have **at least one month prior** to the due date. Please remember that your portfolio must meet departmental standards if you are to go on in the program the subsequent semester. If you hand it in at the due date you have no time left to correct or resolve any aspect of it.

**Why a Content Portfolio?** The content portion of the undergraduate programs in the various social sciences leading to secondary Social Studies/History certification is designed to produce teachers well prepared to meet the educational demands of the twenty-first century, and thoroughly literate in the multicultural and cross-cultural issues of the contemporary world. Teacher preparation programs such as ours respond to a national mandate for greater program accountability and documentation that the next generation of public school teachers have proven mastery of content needed to be effective teachers. In order to document your mastery of content in your areas of certification/endorsement, you will construct a Content Portfolio with various **artifacts** (pieces of work selected from past courses to demonstrate your competence in your content area) that demonstrate your strengths in the several areas of the social studies and in history.

**Directions:** Attached are the 10 *Interdisciplinary Thematic Standards* (1.0) that your professional association, the National Council for the Social Studies (NCSS), deems essential for all social studies educators to meet. In addition, the NCSS standards for discipline-specific teaching, *History* (2.1), *Geography* (2.2), *Civics and Government* (2.3) (Political Science), and *Economics* (2.4), are included.

1) You need to begin by closely reviewing these standards. **All students** use the *Interdisciplinary Thematic Standards* (1.1-1.10). **In addition**, students majoring in Political Science use the **Civics and Government Standards (2.3)**; students majoring in Economics use the **Economics Standards (2.4)**; and students majoring in Geography address the **Geography Standards (2.2)**.

2) You will document content knowledge for each of these standards by explaining how an artifact from a required course addresses particular standards. An **artifact** is considered to be substantial evidence (e.g., term papers, critical book reviews, and critical essays) of your work in required courses. Your portfolio is to include one substantial artifact<sup>6</sup> from at least each of the following required courses (or a substitute course approved by your advisor where there was no appropriate artifact produced in the required course):

<sup>5</sup> .Anthropology/Secondary Education, Economics/ Secondary Education, Geography/ Secondary Education, Political Science/ Secondary Education, Social Science/ Secondary Education and RITE students seeking Secondary Education History certification and Social Studies endorsements

<sup>6</sup> Students majoring in Geography, Economics, and Political Science also select a seventh artifact from their 300-level courses in their discipline to demonstrate their strengths in meeting their particular disciplinary standards (2.2-2.4).

- HIST 200
- HIST 201 **or** HIST 202 **or** an upper level U.S. History course
- a non-Western upper level history course required in the program (HIST 340-349)
- GEOG 400 **or** another upper-level (300s) geography course
- POL 202 **or** an upper level (300s) Political Science course
- your choice of two artifacts, one from a course in anthropology (NCSS standard #1.1), and one from a course in sociology (NCSS 1.5), or a social science course that meets NCSS Standard 1.1 or 1.5.
- Students **majoring** in Political Science, Geography, or Economics select one artifact from a required upper-level course in their disciplines and use it to address the discipline-specific standard

**3)** The submissions must be copies of the original artifacts which were submitted to, evaluated by, and commented upon by your instructor. (The professor's signature is not required.) The primary objective in selecting this wide range of artifacts is to **demonstrate your competency in a broad range of the social studies content areas deemed essential by your professional organization**, the National Council for the Social Studies (NCSS). As you review the NCSS Standards and their indicators on the following pages, you need to decide which standards indicators (listed under each standard) each artifact addresses.<sup>7</sup> **Typically you can align each artifact with the particular discipline at the heart of any given standard.** For instance, Standard 1.1, with its focus on culture, is likely to be satisfied by an artifact from an anthropology course. When you have found at least one artifact for each standard (you may use one artifact for up to two standards), write a **two to three-paragraph explanation for each standard**, explaining how the attached artifact(s) meets the standards indicators that you check off (see attached Standards).

**4) Personal Assessment.** After you have done this for all required standards, review the entire document. Now you need to write a one-page "Personal Assessment," which is an evaluation of your strengths in meeting standards, and an explanation of how you will acquire strengths in any area that you find yourself weaker in (for instance by describing the courses you will be taking to fulfill program requirements).

#### **What you need to do to complete your Content Portfolio:**

- 1) Use a one-inch 3-ring binder. Detach and fill out the top part of the attached Cover Sheet (last page of this packet). Put it in the front of the binder.
- 2) a. Take each selected, graded artifact and write the course title (e.g., GEOG 400) on the top of the first page.  
b. Align your artifacts with the appropriate NCSS Standards. (See the "discipline" that each standard tends to align with.) Then write the title of the course (in which you produced the artifact) next to each "standard indicator" (bulleted) that it addresses. (see sample page) **Note that you are not expected to demonstrate competency in all indicators; however, it is expected that you will be able to address all standards to some degree.** Now fill out the bottom of the Cover Sheet.
- c. Punch three holes in each of the Standards pages, which now have the courses where you met those standards (as seen through the artifacts you selected) written next to the appropriate sub-standards. Place these standards pages (with the notations of which artifacts satisfy particular standards noted) in your portfolio.
- 3) Put each of the course artifacts in separate clear plastic sleeves. Place them behind the appropriate standard(s). Following each standard, include your 2-3 paragraph assessment of how it meets the standards you checked off.
- 4) Include your "Personal Assessment" (overview, one page) following your artifacts. This should note your strengths and areas you feel you need to work on in your student teaching experience.
- 5) Include a current (unofficial is fine) copy of your transcript, with the courses you selected artifacts from highlighted. Please remember that this will take some time, and that this portfolio constitutes an important component in documenting your strengths in your content area. Begin early; meet with your adviser and put together a portfolio that truly represents your mastery of content.

<sup>7</sup> Note that these indicators are written from the perspective of an educator's ability to teach such concepts to his or her students. You, on the other hand, are demonstrating at this point in your educational career only that you have mastered necessary content and understandings and are prepared to learn how to teach them. This is the purpose of this exercise and it is what you are asked to document in this portfolio. In the Social Studies Practicum and in Student Teaching you learn how to design and deliver lessons to effectively teach these concepts and understandings. But without the content background, you will be unable to design lessons that allow you to teach effectively.

These standards may be viewed online at the National Council for the Social Studies website <http://www.socialstudies.org/standards/teachers/>

## 1 1.0 INTERDISCIPLINARY THEMATIC STANDARDS

### 1.1 Matrix Item 1.1

**CULTURE** (Commonly met through anthropology courses, etc.)

**Title of artifact:** \_\_\_\_\_

*Social Studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Culture and Culture Diversity.*

#### **Indicators of Capabilities for Teaching Social Studies**

Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of culture and cultural diversity. They should:

\_\_\_\_\_ 1.1a. Enable learners to analyze and explain the ways groups, societies, and cultures address human needs and concerns;

\_\_\_\_\_ 1.1b. Guide learners as they predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of references;

\_\_\_\_\_ 1.1c. Assist learners to apply an understanding as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns;

\_\_\_\_\_ 1.1d. Encourage learners to compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental and social change;

\_\_\_\_\_ 1.1e. Ask learners to give examples and describe the importance of cultural unity and diversity within and across groups;

\_\_\_\_\_ 1.1f. Have learners interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding;

\_\_\_\_\_ 1.1g. Guide learners as they construct reasoned judgments about specific cultural responses to persistent human issues;

\_\_\_\_\_ 1.1 h. Have learners explain and apply ideas, theories, and modes of inquiry drawn from anthropology and sociology in the examination of persistent issues and social problems.

## 1.2 Matrix Item 1.2

### TIME, CONTINUITY AND CHANGE (History courses etc.)

Title of artifact: \_\_\_\_\_

*Social Studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Time, Continuity, and Change.*

#### Indicators of Capabilities for Teaching Social Studies

Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of time, continuity, and change. They should:

- \_\_\_\_\_ 1.2 a. Assist learners to understand that historical knowledge and the concept of time are socially influenced constructions that lead historians to be selective in the questions they seek to answer and the evidence they use;
- \_\_\_\_\_ 1.2 b. Have learners apply key concepts from the study of history — such as time, chronology, causality, change, conflict, and complexity — to explain, analyze, and show connections among patterns of historical change and continuity;
- \_\_\_\_\_ 1.2 c. Ask learners to identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions;
- \_\_\_\_\_ 1.2 d. Guide learners as they systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality;
- \_\_\_\_\_ 1.2e. Provide learners with opportunities to investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment;
- \_\_\_\_\_ 1.2 f. Enable learners to apply ideas, theories, and modes of historical inquiry to analyze historical and contemporary developments, and to inform and evaluate actions concerning public policy issues.

## 1.3 Matrix Item

### PEOPLE, PLACES, ENVIRONMENTS (geography courses etc.)

**Title of  
artifact:** \_\_\_\_\_

*Social Studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of People, Places, and Environments.*

#### **Indicators of Capabilities for Teaching Social Studies**

Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of people, places, and environments. They should:

\_\_\_\_\_ 1.3a. Enable learners to construct, use, and refine mental maps of locales, regions, and the world that demonstrate their understanding of relative location, direction, size, and shape;

\_\_\_\_\_ 1.3b. Have learners create, interpret, use, and distinguish various representations of Earth, such as maps, globes, and photographs, and use appropriate geographic tools such as atlases, data bases, systems, charts, graphs, and maps to generate, manipulate, and interpret information;

\_\_\_\_\_ 1.3c. Teach students to estimate and calculate distance, scale, area, and density, and to distinguish spatial distribution patterns;

\_\_\_\_\_ 1.3d. Help learners to locate, distinguish, and describe the relationships among varying regional and global patterns of geographic phenomena such as landforms, climate, and natural resources;

\_\_\_\_\_ 1.3e. Challenge learners to speculate about and explain physical system changes, such as seasons, climate, and weather;

\_\_\_\_\_ 1.3f. Ask learners to describe how people create places that reflect culture, human needs, current values and ideals, and government policies;

\_\_\_\_\_ 1.3g. Challenge learners to examine, interpret, and analyze the interactions of human beings and their physical environments;

\_\_\_\_\_ 1.3h. Have learners explore the ways Earth's physical features have changed over time, and describe and assess the ways historical events have influenced and have been influenced by physical and human geographic features;

\_\_\_\_\_ 1.3i. Provide learners with opportunities to observe and analyze social and economic effects of environmental changes and crises;

\_\_\_\_\_ 1.3j. Challenge learners to consider, compare, and evaluate existing alternative uses of resources and land in communities, regions, nations, and the world.

## 1.4 Matrix Item

### INDIVIDUAL DEVELOPMENT AND IDENTITY (psychology, social science, anthro...)

**Title of artifact:** \_\_\_\_\_

*Social Studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Individual Development and Identity.*

#### **Indicators of Capabilities for Teaching Social Studies**

Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of ideas associated with individual human development and identity. They should:

- \_\_\_\_\_ 1.4a. Assist learners in articulating personal connections to time, place, and social/cultural systems;
- \_\_\_\_\_ 1.4b. Help learners to identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life;
- \_\_\_\_\_ 1.4c. Assist learners to describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self;
- \_\_\_\_\_ 1.4d. Have learners apply concepts, methods, and theories about the study of human growth and development, such as physical endowment, learning, motivation, behavior, perception, and personality;
- \_\_\_\_\_ 1.4e. Guide learners as they examine the interactions of ethnic, national, or cultural influences in specific situations or events;
- \_\_\_\_\_ 1.4f. Enable learners to analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity;
- \_\_\_\_\_ 1.4g. Have learners compare and evaluate the impact of stereotyping, conformity, acts of altruism, and other behaviors on individuals and groups;
- \_\_\_\_\_ 1.4h. Assist learners as they work independently and cooperatively within groups and institutions to accomplish goals;
- \_\_\_\_\_ 1.4i. Enable learners to examine factors that contribute to and damage one's mental health and analyze issues related to mental health and behavioral disorders in contemporary society.

## 1.5 Matrix Item

### INDIVIDUALS, GROUPS, INSTITUTIONS (sociology, anthropology etc.)

**Title of artifact:** \_\_\_\_\_

Social Studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Individuals, Groups, and Institutions.

#### Indicators of Capabilities for Teaching Social Studies

Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of interactions among individuals, groups, and institutions. They should:

\_\_\_\_\_ 1.5a. Help learners understand the concepts of role, status, and social class and use them in describing the connections and interactions of individuals, groups, and institutions in society;

\_\_\_\_\_ 1.5b. Help learners analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings;

\_\_\_\_\_ 1.5c. Explain to learners the various forms institutions take, and explain how they develop and change over time;

\_\_\_\_\_ 1.5d. Assist learners in identifying and analyzing examples of tensions between expressions of individuality and efforts used to promote social conformity by groups and institutions;

\_\_\_\_\_ 1.5e. Ask learners to describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements;

\_\_\_\_\_ 1.5f. Challenge learners to evaluate the role of institutions in furthering both continuity and change; guide learner analysis of the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings;

\_\_\_\_\_ 1.5g. Assist learners as they explain and apply ideas and modes of inquiry drawn from behavioral science and social theory in the examination of persistent issues and social problems.

## 1.6 Matrix Item

### POWER, AUTHORITY, GOVERNANCE (political science, history etc.)

Title of artifact: \_\_\_\_\_

*Social Studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Power, Authority, and Governance.*

#### Indicators of Capabilities for Teaching Social Studies

Teachers of social studies at all levels should provide developmentally appropriate experiences as they guide learners in the study of power, authority, and governance. They should:

\_\_\_\_\_ 1.6a. Enable learners to examine the rights and responsibilities of the individual in relation to his or her family, social groups, community, and nation;

\_\_\_\_\_ 1.6b. Help students to explain the purpose of government and how its powers are acquired, used, and justified;

\_\_\_\_\_ 1.6c. Provide opportunities for learners to examine issues involving the rights, roles, and status of individuals in relation to the general welfare;

\_\_\_\_\_ 1.6d. Ask learners to describe the way nations and organizations respond to forces of unity and diversity affecting order and security;

\_\_\_\_\_ 1.6e. Have learners explain conditions, actions, and motivations that contribute to conflict and cooperation within and among nations;

\_\_\_\_\_ 1.6f. Help learners identify and describe the basic features of the American political system, and identify representative leaders from various levels and branches of government;

\_\_\_\_\_ 1.6g. Challenge learners to apply concepts such as power, role, status, justice, and influence to the examination of persistent issues and social problems;

\_\_\_\_\_ 1.6h. Guide learners to explain how governments attempt to achieve their stated ideals at home and abroad.

## 1.7 Matrix Item

# PRODUCTION, DISTRIBUTION AND CONSUMPTION (economics courses, history courses...)

**Title of artifact:** \_\_\_\_\_

*Social Studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Production, Distribution, and Consumption.*

### Indicators of Capabilities for Teaching Social Studies

Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of how people organize for the production, distribution, and consumption of goods and services. They should:

\_\_\_\_\_ 1.7a. Enable learners 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;

\_\_\_\_\_ 1.7b. Help learners analyze the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system;

\_\_\_\_\_ 1.7c. Help learners compare the costs and benefits to society of allocating goods and services through private and public sectors;

\_\_\_\_\_ 1.7d. Explain to learners the relationships among the various economic institutions that comprise economic systems such as households, businesses, banks, government agencies, labor unions, and corporations;

\_\_\_\_\_ 1.7e. Guide learner analysis of the role of specialization and exchange in economic processes;

\_\_\_\_\_ 1.7f. Provide opportunities for learners to assess how values and beliefs influence economic decisions in different societies;

\_\_\_\_\_ 1.7g. Have learners compare basic economic systems according to how rules and procedures deal with demand, supply, prices, the role of government, banks, labor and labor unions, savings and investments, and capital;

\_\_\_\_\_ 1.7h. Challenge learners to apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues;

\_\_\_\_\_ 1.7i. Ask learners to distinguish between the domestic and global economic systems, and explain how the two interact;

\_\_\_\_\_ 1.7j. Guide learners in the application of knowledge of production, distribution, and consumption 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;

\_\_\_\_\_ 1.7k. Help learners to distinguish between economics as a field of inquiry and the economy.

## 1.8 Matrix Item

### SCIENCE, TECHNOLOGY AND SOCIETY (in history classes etc.)

Title of artifact: \_\_\_\_\_

*Social Studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Science, Technology, and Society.*

#### Indicators of Capabilities for Teaching Social Studies

Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of science and technology. They should:

\_\_\_\_\_ 1.8a. Enable learners 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;

\_\_\_\_\_ 1.8b. Provide opportunities for learners to make judgments about how science and technology have transformed the physical world and human society and our understanding of time, space, place, and human-environment interactions;

\_\_\_\_\_ 1.8c. Have learners analyze the way in which science and technology influence core societal values, beliefs, and attitudes and how societal attitudes shape scientific and technological change;

\_\_\_\_\_ 1.8d. Prompt learners to evaluate various policies proposed to deal with social changes resulting from new technologies;

\_\_\_\_\_ 1.8e. Help learners to identify and interpret various perspectives about human societies and the physical world using scientific knowledge, technologies, and ethical standards from diverse world cultures;

\_\_\_\_\_ 1.8f. Encourage learners to formulate strategies and develop policy proposals for influencing public discussions associated with science/technology/society issues.

## 1.9 Matrix Item

### GLOBAL CONNECTIONS (history, anthropology etc.)

Title of artifact: \_\_\_\_\_

*Social Studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Global Connections.*

#### Indicators of Capabilities for Teaching Social Studies

Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of global connections and interdependence. They should:

\_\_\_\_\_ 1.9a. Enable learners to explain how language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding;

\_\_\_\_\_ 1.9b. Help learners to explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations;

\_\_\_\_\_ 1.9c. Provide opportunities for learners to analyze and evaluate the effects of changing technologies on the global community;

\_\_\_\_\_ 1.9d. Challenge learners to analyze the causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as health care, security, resource allocation, economic development, and environmental quality;

\_\_\_\_\_ 1.9e. Guide learner analysis of the relationships and tensions between national sovereignty and global interests in such matters as territorial disputes, economic development, nuclear and other weapons deployment, use of natural resources, and human rights concerns;

\_\_\_\_\_ 1.9f. Have learners analyze or formulate policy statements in such ways that they demonstrate an understanding of concerns, standards, issues, and conflicts related to universal human rights;

\_\_\_\_\_ 1.9g. Help learners to describe and evaluate the role of international and multinational organizations in the global arena;

\_\_\_\_\_ 1.9h. Have learners illustrate how individual behaviors and decisions connect with global systems.

## 1.10 Matrix Item

### CIVIC IDEALS AND PRACTICES (political science, history...)

(Title of artifact) \_\_\_\_\_

*Social Studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Civic Ideals and Practices.*

#### Indicators of Capabilities for Teaching Social Studies

Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of civic ideals and practices. They should:

\_\_\_\_\_ 1.10a. Assist learners to understand the origins and interpret the continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law;

\_\_\_\_\_ 1.10b. Guide learner efforts to identify, analyze, interpret, and evaluate sources and examples of citizens' rights and responsibilities;

\_\_\_\_\_ 1.10c. Facilitate learner efforts to locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues — identifying, describing, and evaluating multiple points of view;

\_\_\_\_\_ 1.10d. Provide opportunities for learners to practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic;

\_\_\_\_\_ 1.10e. Help learners to analyze and evaluate the influence of various forms of citizen action on public policy;

\_\_\_\_\_ 1.10f. Prepare learners to analyze a variety of public policies and issues from the perspective of formal and informal political actors;

\_\_\_\_\_ 1.10g. Guide learners as they evaluate the effectiveness of public opinion in influencing and shaping public policy development and decision-making;

\_\_\_\_\_ 1.10h. Encourage learner efforts to evaluate the degree to which public policies and citizen behaviors reflect or foster the stated ideals of a democratic republican form of government;

\_\_\_\_\_ 1.10i. Support learner efforts to construct policy statements and action plans to achieve goals related to issues of public concern;

\_\_\_\_\_ 1.10j. Create opportunities for learner participation in activities to strengthen the "common good," based upon careful evaluation of possible options for citizen action.

## 2 DISCIPLINARY STANDARDS

### 2.1 Matrix Item: Disciplinary Standard: **1** History

**Title of artifact:** \_\_\_\_\_

*Teachers who are licensed to teach history at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of history.*

#### **Indicators of Capabilities for Teaching History**

Teachers of history at all school levels should provide developmentally appropriate experiences as they guide learners in their study. They should:

\_\_\_\_\_ 2.1a. Assist learners in utilizing chronological thinking so that they can distinguish between past, present, and future time; can place historical narratives in the proper chronological framework; can interpret data presented in time lines and can compare alternative models for periodization;

\_\_\_\_\_ 2.1b. Enable learners to develop historical comprehension in order that they might reconstruct the literal meaning of a historical passage, identify the central questions addressed in historical narrative, draw upon data in historical maps, charts, and other graphic organizers; and draw upon visual, literary, or musical sources;

\_\_\_\_\_ 2.1c. Guide learners in practicing skills of historical analysis and interpretation, such as compare and contrast, differentiate between historical facts and interpretations, consider multiple perspectives, analyze cause and effect relationships, compare competing historical narratives, recognize the tentative nature of historical interpretations, and hypothesize the influence of the past;

\_\_\_\_\_ 2.1d. Assist learners in developing historical research capabilities that enable them to formulate historical questions, obtain historical data, question historical data, identify the gaps in available records, place records in context, and construct sound historical interpretations;

\_\_\_\_\_ 2.1e. Help learners to identify issues and problems in the past, recognize factors contributing to such problems, identify and analyze alternative courses of action, formulate a position or course of action, and evaluate the implementation of that decision;

\_\_\_\_\_ 2.1f. Assist learners in acquiring knowledge of historical content in United States history in order to ask large and searching questions that compare patterns of continuity and change in the history and values of the many peoples who have contributed to the development of the continent of North America;

\_\_\_\_\_ 2.1g. Guide learners in acquiring knowledge of the history and values of diverse civilizations throughout the world, including those of the West, and in comparing patterns of continuity and change in different parts of the world;

\_\_\_\_\_ 2.1h. Enable learners to develop historical understanding through the avenues of social, political, economic, and cultural history and the history of science and technology.

## 2.2 Matrix Item Disciplinary Standard: Geography

Title of artifact \_\_\_\_\_

*Teachers who are licensed to teach geography at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of geography.*

### Indicators of Capabilities for Teaching Geography

Teachers of geography at all school levels should provide developmentally appropriate experiences as they guide learners in their study. They should:

- \_\_\_\_\_ 2.2a. Guide learners in the use of maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective;
- \_\_\_\_\_ 2.2b. Enable learners to use mental maps to organize information about people, places, and environments in a spatial context;
- \_\_\_\_\_ 2.2c. Assist learners to analyze the spatial information about people, places, and environments on Earth's surface;
- \_\_\_\_\_ 2.2d. Help learners to understand the physical and human characteristics of places;
- \_\_\_\_\_ 2.2e. Assist learners in developing the concept of regions as a means to interpret Earth's complexity;
- \_\_\_\_\_ 2.2f. Enable learners to understand how culture and experience influence people's perceptions of places and regions;
- \_\_\_\_\_ 2.2g. Provide learners opportunities to understand and analyze the physical processes that shape Earth's surface;
- \_\_\_\_\_ 2.2h. Challenge learners to consider the characteristics and spatial distribution of ecosystems on Earth's surface;
- \_\_\_\_\_ 2.2i. Guide learners in exploring the characteristics, distribution, and migration of human populations on Earth's surface;
- \_\_\_\_\_ 2.2j. Help learners to understand and analyze the characteristics, distribution, and complexity of Earth's cultural mosaics;
- \_\_\_\_\_ 2.2k. Have learners explore the patterns and networks of economic interdependence on Earth's surface;
- \_\_\_\_\_ 2.2l. Enable learners to describe the processes, patterns, and functions of human settlement;
- \_\_\_\_\_ 2.2m. Challenge learners to examine how the forces of cooperation and conflict among people influence the division and control of Earth's surface;
- \_\_\_\_\_ 2.2n. Help learners see how human actions modify the physical environment;
- \_\_\_\_\_ 2.2o. Enable learners to analyze how physical systems affect human systems;
- \_\_\_\_\_ 2.2p. Challenge learners to examine the changes that occur in the meaning, use, distribution, and importance of resources;

\_\_\_\_\_2.2q. Help learners to apply geography to interpret the past and present and to plan for the future;

\_\_\_\_\_2.2r. Enhance learners' abilities to ask questions and to acquire, organize, and analyze geographic information so they can answer geographic questions as they engage in the study of substantive geographic content.

## 2.3 Matrix Item Disciplinary Standard: Civics and Government

### Title of artifact \_\_\_\_\_

*Teachers who are licensed to teach civics and/or government at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of civics and government.*

### Indicators of Capabilities for Teaching Civics and Government

Teachers of civics and government at all school levels should provide developmentally appropriate experiences as they guide learners in their study. They should:

- \_\_\_ 2.3a. Assist learners in developing an understanding of civic life, politics, and government, so that the learners can explore the origins of governmental authority, recognize the need for government, and identify the crucial functions of government, including laws and rules;
- \_\_\_ 2.3b. Evaluate rules and laws; differentiate between limited and unlimited government; and appreciate the importance of limitations on governmental power;
- \_\_\_ 2.3c. Guide learners as they explore American democracy, including the American idea of constitutional government, the impact of the distinctive characteristics of American society on our government, the nature of the American political culture, and the values and principles that are basic to American life and government;
- \_\_\_ 2.3d. Help learners understand how the government of the United States operates under the constitution and the purposes, values, and principles of American democracy, including the ideas of distributed, shared, and limited powers of government; how the national, state, and local governments are organized; and the place of law in the system;
- \_\_\_ 2.3e. Enable learners to understand the relationship of the United States to other nations and to world affairs;
- \_\_\_ 2.3f. Assist learners in developing an understanding of citizenship, its rights and responsibilities, and in developing their abilities and dispositions to participate effectively in civic life;
- \_\_\_ 2.3g. Insure that learners are made aware of the full range of opportunities to participate as citizens in the American democracy and of their responsibilities for doing so.

## 2.4 Matrix Item Disciplinary Standard: **4** Economics

*Teachers who are licensed to teach economics at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of economics.*

### **Indicators of Capabilities for Teaching Economics**

Teachers of economics at all school levels should provide developmentally appropriate experiences as they guide learners in their study. They should assist learners in acquiring an understanding of the following principles:

- \_\_\_ 2.4a. Productive resources are limited. Therefore, people cannot have all the goods and services that they want; as a result, they must choose some things and give up others.
- \_\_\_ 2.4b. Effective decision making requires comparing the additional costs of alternatives with the additional benefits. Most choices involve doing a little more or a little less of something; few choices are all or nothing decisions.
- \_\_\_ 2.4c. Different methods can be used to allocate goods and services. People, acting individually or collectively through government, must choose which methods to use to allocate different kinds of goods and services.
- \_\_\_ 2.4d. People respond predictably to positive and negative incentives.
- \_\_\_ 2.4e. Voluntary exchange occurs only when all parties expect to gain. This is true for trade among individuals or organizations within a nation, or among individuals or organizations in different nations.
- \_\_\_ 2.4f. When individuals, regions, and nations specialize in what they can produce at the lowest cost and then trade with others, both production and consumption increase.
- \_\_\_ 2.4g. Markets exist when buyers and sellers interact. This interaction determines market prices and thereby allocates scarce goods and services.
- \_\_\_ 2.4h. Prices send signals and provide incentives to buyers and sellers. When supply and demand change, market prices adjust, affecting incentives.
- \_\_\_ 2.4i. Competition among sellers lowers costs and prices, encouraging producers to produce more of what consumers are willing and able to buy. Competition among buyers increases prices and allocates goods and services to those people who are willing and able to pay the most for them.
- \_\_\_ 2.4j. Institutions evolve in market economies to help individuals and groups accomplish their goals. Banks, labor unions, corporations, legal systems, and not-for-profit organizations are examples of important institutions. A different kind of institution, clearly defined and enforced property rights, is essential to a market economy.
- \_\_\_ 2.4k. Money makes it easier to trade, borrow, save, invest, and compare the value of goods and services.
- \_\_\_ 2.4l. Interest rates, adjusted for inflation, rise and fall to balance the amount saved with the amount borrowed, thus affecting the allocation of scarce resources between present and future users.
- \_\_\_ 2.4m. Income for most people is determined by the market value of the productive resources they sell. What workers earn depends, primarily, on the market value of what they produce and how productive they are.
- \_\_\_ 2.4n. Entrepreneurs are people who take the risks of organizing productive resources to make goods and services. Profit is an important incentive that leads entrepreneurs to accept the risks of business failure.
- \_\_\_ 2.4o. Investment in factories, machinery, and new technology, and in the health, education, and training of people can raise future standards of living.

- \_\_\_ 2.4p. There is an economic role for government to play in a market economy whenever the benefits of a government policy outweigh its costs. Governments often provide for national defense, address environmental concerns, define and protect property rights, and attempt to make markets more competitive. Most government policies also redistribute income.
- \_\_\_ 2.4q. Costs of government policies sometimes exceed benefits. This may occur because of incentives facing voters, government officials, and government employees; because of actions by special interest groups that can impose costs on the general public; or because social goals other than economic efficiency are being pursued.
- \_\_\_ 2.4r. A nation's overall levels of income, employment, and prices are determined by the interaction of spending and production decisions made by all households, firms, government agencies, and others in the economy.
- \_\_\_ 2.4s. Employment imposes costs on individuals and nations. Unexpected inflation imposes costs on many people and benefits some others because it arbitrarily redistributes purchasing power. Inflation can reduce the rate of growth of national living standards because individuals and organizations use resources to protect themselves against the uncertainty of future prices.
- \_\_\_ 2.4t. In the United States, federal government budgetary policy and the Federal Reserve System's monetary policy influence the overall levels of employment, output, and prices.

**Rhode Island College**  
**Cover Sheet**  
**Portfolio Summary**

This form is to be used as the cover sheet for your portfolio. Please complete the following information:

Name \_\_\_\_\_ Student Identification Number \_\_\_\_\_  
 Address \_\_\_\_\_  
 Telephone \_\_\_\_\_ Email \_\_\_\_\_  
 Program \_\_\_\_\_ Anticipated date of student teaching: \_\_\_\_\_  
 Hours completed to date (including current semester) \_\_\_\_\_  
 Date of Portfolio Submission \_\_\_\_\_ Academic Advisor \_\_\_\_\_  
 Overall GPA \_\_\_\_\_ Content GPA (required disciplinary courses) \_\_\_\_\_

Please list below in the appropriate boxes the standards indicators (sub-standards, e.g., 1.1a) you have satisfied with your portfolio artifacts.

<b><i>1.0 Interdisciplinary Thematic Standards</i></b>	<b><i>List of Indicators (Sub-standards) Addressed in the Portfolio Artifacts Submitted (See Standards)</i></b>
<b>1.1 Culture (1.1)</b>	(e.g., 1.1a., b...)
<b>1.2 Time, Continuity and Change</b>	(e.g., 1.2 a, b...)
<b>1.3 People, Places and Environments</b>	
<b>1.4 Individual Development and Identity</b>	
<b>1.5 Individuals, Groups and Institutions</b>	
<b>1.6 Power, Authority and Governance</b>	
<b>1.7 Production, Distribution and Consumption</b>	
<b>1.8 Science, Technology and Society</b>	
<b>1.9 Global Connections</b>	
<b>1.10 Civic Ideals and Practices</b>	
<b><i>2.0 Disciplinary Standards</i></b>	
<b>2.1 History (to be included by all students)</b>	
<b>2.2 Geography (used by Geography majors)</b>	
<b>2.3 Civics and Government (PoliSci majors)</b>	
<b>2.4 Economics (Economics majors)</b>	

# Social Sciences/Secondary Education Majors

## Assessment #6 Data

### CONTENT PORTFOLIO AND NCSS STANDARDS (RELEVANT EXCERPTS FROM RUBRIC AND STUDENT ASSESSMENT ESSAY)

**TARGET = 4**  
**SATISFACTORY = 3**  
**DEVELOPING = 2**  
**UNACCEPTABLE = 1**

	INDIVIDUAL SCORES	AVERAGE SCORE	COMMENTS
<b>CHOICE OF DOCUMENTATION:</b> Reflects substantive knowledge of NCSS Standards	4,3,3,3,3,4	3.33	
<b>ARTIFACT EXPLANATIONS:</b> Clearly and accurately relate artifacts to appropriate NCSS Standards	3,3,2,3,3,4	3.00	
<b>PERSONAL ASSESSMENT:</b> Accurately captures student mastery of NCSS Standards	4,3,3,2,3,3	3.00	
<b>OVERALL PORTFOLIO IMPACT:</b> Demonstrates well the skills, abilities and knowledge in preparation for student teaching	4,3,3,3,3,4	3.33	
<b>OVERALL SCORE*</b>	2 @ 26 4 @ 21	22.67	
<b>PERCEIVED STRENGTHS</b>		ANTHROPOLOGY/SOCIOLOGY AFRICA AND CULTURE ANTHROPOLOGY/ POLITICAL SCIENCE/ HISTORY POLITICAL SCIENCE/ HISTORY US HISTORY GLOBAL HISTORY/CULTURE	
<b>REPORTED AREAS IN NEED OF STRENGTHENING</b>		GEOGRAPHY/ECON GEOGRAPHY/SCIENCE AND TECHNOLOGY ECONOMICS/SCIENCE AND TECHNOLOGY NONE GOVERNMENT/WORLD HISTORY US HISTORY	

<b>Final Score*:</b> Excellent (25-28) Satisfactory (21-24) Minimal (14-20) Unacceptable (7-13)
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