

Candidate Performance Evaluation - Exemplary

260055

RHODE ISLAND COLLEGE Student Teacher Performance Evaluation Using the NCSS Content Standards

This form is to be completed 3 times by the university supervisor and 3 times by the cooperating teacher during the student teacher's directed teaching experience.

Student Teacher/Intern 260055 Date 9-29-08

Supervisor/Cooperating Teacher Kathleen Pauruzzi

School 1/2 S. Subject World History Grade 9

LESSON CONTENT/OBJECTIVE

Evaluate your student teacher/intern in three ways for each NCSS content standards. Record each of your assessments by circling on this form the appropriate quantitative evaluation to indicate 1) evidence in planning, 2) evidence in teaching, and 3) evidence of effectiveness in producing the desired student learning. Score all NCSS themes that are covered during the lesson, and leave the rest blank. Use the following rubric in your scoring:

	Inadequate	Minimally Acceptable	Average	Very Good	Excellent	N/A
Planning: Organization and Content of planning for observed lesson					✓	
Teaching: Delivery of lesson plan, includes classroom management					✓	
Evaluation: Candidate's evaluation of students. May be oral or written.					✓	

1. Inadequate: Not present, unacceptable planning for professional teaching
2. Minimally Acceptable: Acceptable level of planning for professional teaching, but needs work
3. Average: Acceptable level of planning for professional teaching

- 4. Very Good: Better than average level of planning for professional teaching.
- 5. Excellent: Displays a very high level of workmanship and/or creativity of planning for professional teaching.
- NA: Not applicable, not observed, no opportunity to observe.

**NCSS Theme I
Culture and Cultural Diversity**

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.

Description: The study of culture prepares students to answer questions such as: What are the common characteristics of different cultures? How do belief systems, such as religion or political ideals, influence other parts of culture? How does the culture change to accommodate different ideas and beliefs? What does language tell us about culture? In schools, this theme typically appears in units and courses dealing with geography, history, sociology, and anthropology, as well as multicultural topics across the curriculum.

Evidence in planning	1	2	3	4	5					
Evidence in teaching	1	2	3	4	5					
Evidence of effectiveness in producing the desired student learning						1	2	3	4	5

Comments/Suggestions:

**NCSS Theme II
Time, Continuity and Change**

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.

Description: Human beings seek to understand their historical roots and to locate themselves in time. Knowing how to read and reconstruct the past allows one to develop an historical perspective and to answer questions such as: Who am I? What happened in the past? How am I connected to those in the past? How has the world changed and how might it change in the future? Why does our personal sense of relatedness to the past change? This theme typically appears in courses in history and others that draw upon historical knowledge and habits.

Evidence in planning	1	2	3	4	5					
Evidence in teaching	1	2	3	4	5					
Evidence of effectiveness in producing the desired student learning						1	2	3	4	5

Comments/Suggestions:

NCSS Theme III
People, Places and Environments

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.

Description: The study of people, places and human-environment interactions assists students as they create spatial views and geographic perspectives of the world beyond their personal locations. Students need the knowledge, skills, and understanding provided by questions such as: Where are things located? Why are they located where they are? What do we mean by "region"? How do landforms change? What implications do these changes have for people? In schools, this theme typically appears in units and courses dealing with area studies and geography.

Evidence in planning	1	2	3	4	5					
Evidence in teaching	1	2	3	4	5					
Evidence of effectiveness in producing the desired student learning						1	2	3	4	5

Comments/Suggestions:

NCSS Theme IV
Individual Human Development and Identity

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.

Description: Personal identity is shaped by one's culture, by groups, and by institutional influences. Students should consider such questions as: How do people learn? Why do people behave as they do? What influences how people learn, perceive and grow? How do people meet their basic needs in a variety of contexts? How do individuals develop from youth to adulthood? In schools, this theme typically appears in units and courses dealing with psychology and anthropology.

Evidence in planning	1	2	3	4	5					
Evidence in teaching	1	2	3	4	5					
Evidence of effectiveness in producing the desired student learning						1	2	3	4	5

Comments/Suggestions:

**NCSS Theme V
Individuals, Groups and Institutions**

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

Description: Institutions such as schools, churches, families, government agencies, and the courts play an integral role in people's lives. It is important that students learn how institutions are formed, what controls and influences them, how they influence individuals and culture, and how they are maintained or changed. Students may address questions such as: What is the role of institutions in this and other societies? How am I influenced by institutions? How do institutions change? What is my role in institutional change? In schools, this theme typically appears in units in courses dealing with sociology, anthropology, psychology, political science, and history.

Evidence in planning	1	2	3	4	5					
Evidence in teaching	1	2	3	4	5					
Evidence of effectiveness in producing the desired student learning						1	2	3	4	5

Comments/Suggestions:

**NCSS Theme VI
Power, Authority and Governance**

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

Description: Understanding the historical development of structures of power, authority, and governance and their evolving functions in contemporary U. S. society and other parts of the world is essential for developing civic competence. In exploring this theme, students confront questions such as: What is power? What forms does it take? Who holds it? How is it gained, used, and justified? What is legitimate authority? How are governments created, structured, maintained, and changed? How can individuals' rights be protected within the context of majority rule? In schools, this theme typically appears in units or courses dealing with government, politics, political science, history, law, and other social sciences.

Evidence in planning	1	2	3	4	5					
Evidence in teaching	1	2	3	4	5					
Evidence of effectiveness in producing the desired student learning						1	2	3	4	5

Comments/Suggestions:

**NCSS Theme VII
Production, Distribution, Consumption**

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.

Description: Because people have wants that often exceed the resources available to them, a variety of ways have evolved to answer such questions as: What is to be produced? How is production to be organized? How are goods and services to be distributed? What is the most effective allocation of the factors to be produced (land, labor, capital, and management)? In schools, this theme typically appears in units in courses dealing with economic concepts and issues.

Evidence in planning	1	2	3	4	5					
Evidence in teaching	1	2	3	4	5					
Evidence of effectiveness in producing the desired student learning						1	2	3	4	5

Comments/Suggestions:

**NCSS Theme VIII
Science, Technology, Society**

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

Description: Modern life as we know it would be impossible without technology and the science that supports it. But technology brings with it many questions: Is new technology always better than old? What can we learn from the past about how new technologies result in broader social change, some of which is unanticipated? How can we cope with the ever-increasing pace of change? How can we manage technology so that the greatest number of people benefit from it? How can we preserve our fundamental values and beliefs in the midst of technological change? This theme draws upon the natural and physical sciences and the humanities, and appears in a variety of social studies courses, including history, geography, economics, civics, and government.

Evidence in planning	1	2	3	4	5					
Evidence in teaching	1	2	3	4	5					
Evidence of effectiveness in producing the desired student learning						1	2	3	4	5

Comments/Suggestions:

NCSS Theme IX
Global Connections and Interdependence

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.

Description: The realities of global interdependence require understanding the increasingly important and diverse global connections among world societies and the frequent tension between national interests and global priorities. Students will need to be able to address such international issues as health care, the environment, human rights, economic competition and interdependence, age-old ethnic enmities, and political and military alliances. This theme typically appears in units in courses dealing with geography, culture, and economics, but may also draw upon the natural and physical sciences and the humanities.

Evidence in planning	1	2	3	4	5					
Evidence in teaching	1	2	3	4	5					
Evidence of effectiveness in producing the desired student learning						1	2	3	4	5

Comments/Suggestions:

NCSS Theme X
Civic Ideals and Practices

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.

Description: An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies. Students confront such questions as: What is civic participation and how can I be involved? How has the meaning of citizenship evolved? What is the balance between rights and responsibilities? What is the role of the citizen in the community and the nation, and as a member of the world community? How can I make a positive difference? In schools, this theme typically appears in units or courses dealing with history, political science, cultural anthropology, and fields such as global studies, law-related education, and the humanities.

Evidence in planning	1	2	3	4	5					
Evidence in teaching	1	2	3	4	5					
Evidence of effectiveness in producing the desired student learning						1	2	3	4	5

Comments/Suggestions:

RHODE ISLAND COLLEGE
Student Teacher Performance Evaluation
Using the NCSS Content Standards

This form is to be completed 3 times by the university supervisor and 3 times by the cooperating teacher during the student teacher's directed teaching experience.

Student Teacher/Intern 260055 Date 10-20-08

Supervisor/Cooperating Teacher Kathleen Paurzgi

School 1 Subject World History Grade 9

LESSON CONTENT/OBJECTIVE

Evaluate your student teacher/intern in three ways for each NCSS content standards. Record each of your assessments by circling on this form the appropriate quantitative evaluation to indicate 1) evidence in planning, 2) evidence in teaching, and 3) evidence of effectiveness in producing the desired student learning. Score all NCSS themes that are covered during the lesson, and leave the rest blank. Use the following rubric in your scoring:

	Inadequate	Minimally Acceptable	Average	Very Good	Excellent	N/A
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**NCSS Theme I
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Evidence in planning	1	2	3	4	5					
Evidence in teaching	1	2	3	4	5					
Evidence of effectiveness in producing the desired student learning						1	2	3	4	5

Comments/Suggestions:

**NCSS Theme II
Time, Continuity and Change**

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.

Description: Human beings seek to understand their historical roots and to locate themselves in time. Knowing how to read and reconstruct the past allows one to develop an historical perspective and to answer questions such as: Who am I? What happened in the past? How am I connected to those in the past? How has the world changed and how might it change in the future? Why does our personal sense of relatedness to the past change? This theme typically appears in courses in history and others that draw upon historical knowledge and habits.

Evidence in planning	1	2	3	4	5					
Evidence in teaching	1	2	3	4	5					
Evidence of effectiveness in producing the desired student learning						1	2	3	4	5

Comments/Suggestions:

NCSS Theme III
People, Places and Environments

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Evidence in planning	1	2	3	4	5					
Evidence in teaching	1	2	3	4	5					
Evidence of effectiveness in producing the desired student learning						1	2	3	4	5

Comments/Suggestions:

NCSS Theme IV
Individual Human Development and Identity

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.

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Evidence in planning	1	2	3	4	5					
Evidence in teaching	1	2	3	4	5					
Evidence of effectiveness in producing the desired student learning						1	2	3	4	5

Comments/Suggestions:

NCSS Theme V
Individuals, Groups and Institutions

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

Description: Institutions such as schools, churches, families, government agencies, and the courts play an integral role in people's lives. It is important that students learn how institutions are formed, what controls and influences them, how they influence individuals and culture, and how they are maintained or changed. Students may address questions such as: What is the role of institutions in this and other societies? How am I influenced by institutions? How do institutions change? What is my role in institutional change? In schools, this theme typically appears in units in courses dealing with sociology, anthropology, psychology, political science, and history.

Evidence in planning	1	2	3	4	5					
Evidence in teaching	1	2	3	4	5					
Evidence of effectiveness in producing the desired student learning						1	2	3	4	5

Comments/Suggestions:

NCSS Theme VI
Power, Authority and Governance

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Evidence in planning	1	2	3	4	5					
Evidence in teaching	1	2	3	4	5					
Evidence of effectiveness in producing the desired student learning						1	2	3	4	5

Comments/Suggestions:

**NCSS Theme VII
Production, Distribution, Consumption**

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.

Description: Because people have wants that often exceed the resources available to them, a variety of ways have evolved to answer such questions as: What is to be produced? How is production to be organized? How are goods and services to be distributed? What is the most effective allocation of the factors to be produced (land, labor, capital, and management)? In schools, this theme typically appears in units in courses dealing with economic concepts and issues.

Evidence in planning	1	2	3	4	5					
Evidence in teaching	1	2	3	4	5					
Evidence of effectiveness in producing the desired student learning						1	2	3	4	5

Comments/Suggestions:

**NCSS Theme VIII
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Evidence in planning	1	2	3	4	5					
Evidence in teaching	1	2	3	4	5					
Evidence of effectiveness in producing the desired student learning						1	2	3	4	5

Comments/Suggestions:

NCSS Theme IX
Global Connections and Interdependence

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Description: The realities of global interdependence require understanding the increasingly important and diverse global connections among world societies and the frequent tension between national interests and global priorities. Students will need to be able to address such international issues as health care, the environment, human rights, economic competition and interdependence, age-old ethnic enmities, and political and military alliances. This theme typically appears in units in courses dealing with geography, culture, and economics, but may also draw upon the natural and physical sciences and the humanities.

Evidence in planning	1	2	3	4	5					
Evidence in teaching	1	2	3	4	5					
Evidence of effectiveness in producing the desired student learning						1	2	3	4	5

Comments/Suggestions:

NCSS Theme X
Civic Ideals and Practices

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.

Description: An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies. Students confront such questions as: What is civic participation and how can I be involved? How has the meaning of citizenship evolved? What is the balance between rights and responsibilities? What is the role of the citizen in the community and the nation, and as a member of the world community? How can I make a positive difference? In schools, this theme typically appears in units or courses dealing with history, political science, cultural anthropology, and fields such as global studies, law-related education, and the humanities.

Evidence in planning	1	2	3	4	5					
Evidence in teaching	1	2	3	4	5					
Evidence of effectiveness in producing the desired student learning						1	2	3	4	5

Comments/Suggestions:

RHODE ISLAND COLLEGE
Student Teacher Performance Evaluation
Using the NCSS Content Standards

This form is to be completed 3 times by the university supervisor and 3 times by the cooperating teacher during the student teacher's directed teaching experience.

Student Teacher/Intern i. 260055 Date 11-24-08

Supervisor/Cooperating Teacher Kathleen Panuzzi

School A Subject U.S. World History Grade 9

LESSON CONTENT/OBJECTIVE

Evaluate your student teacher/intern in three ways for each NCSS content standards. Record each of your assessments by circling on this form the appropriate quantitative evaluation to indicate 1) evidence in planning, 2) evidence in teaching, and 3) evidence of effectiveness in producing the desired student learning. Score all NCSS themes that are covered during the lesson, and leave the rest blank. Use the following rubric in your scoring:

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NCSS Theme I
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Evidence in planning	1	2	3	4	5					
Evidence in teaching	1	2	3	4	5					
Evidence of effectiveness in producing the desired student learning						1	2	3	4	5

Comments/Suggestions:

NCSS Theme II
Time, Continuity and Change

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Evidence in planning	1	2	3	4	5					
Evidence in teaching	1	2	3	4	5					
Evidence of effectiveness in producing the desired student learning						1	2	3	4	5

Comments/Suggestions:

NCSS Theme III
People, Places and Environments

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Evidence in planning	1	2	3	4	5					
Evidence in teaching	1	2	3	4	5					
Evidence of effectiveness in producing the desired student learning						1	2	3	4	5

Comments/Suggestions:

NCSS Theme IV
Individual Human Development and Identity

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.

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Evidence in planning	1	2	3	4	5					
Evidence in teaching	1	2	3	4	5					
Evidence of effectiveness in producing the desired student learning						1	2	3	4	5

Comments/Suggestions:

NCSS Theme V
Individuals, Groups and Institutions

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

Description: Institutions such as schools, churches, families, government agencies, and the courts play an integral role in people's lives. It is important that students learn how institutions are formed, what controls and influences them, how they influence individuals and culture, and how they are maintained or changed. Students may address questions such as: What is the role of institutions in this and other societies? How am I influenced by institutions? How do institutions change? What is my role in institutional change? In schools, this theme typically appears in units in courses dealing with sociology, anthropology, psychology, political science, and history.

Evidence in planning	1	2	3	4	5					
Evidence in teaching	1	2	3	4	5					
Evidence of effectiveness in producing the desired student learning						1	2	3	4	5

Comments/Suggestions:

NCSS Theme VI
Power, Authority and Governance

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

Description: Understanding the historical development of structures of power, authority, and governance and their evolving functions in contemporary U. S. society and other parts of the world is essential for developing civic competence. In exploring this theme, students confront questions such as: What is power? What forms does it take? Who holds it? How is it gained, used, and justified? What is legitimate authority? How are governments created, structured, maintained, and changed? How can individuals' rights be protected within the context of majority rule? In schools, this theme typically appears in units or courses dealing with government, politics, political science, history, law, and other social sciences.

Evidence in planning	1	2	3	4	5					
Evidence in teaching	1	2	3	4	5					
Evidence of effectiveness in producing the desired student learning						1	2	3	4	5

Comments/Suggestions:

**NCSS Theme VII
Production, Distribution, Consumption**

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.

Description: Because people have wants that often exceed the resources available to them, a variety of ways have evolved to answer such questions as: What is to be produced? How is production to be organized? How are goods and services to be distributed? What is the most effective allocation of the factors to be produced (land, labor, capital, and management)? In schools, this theme typically appears in units in courses dealing with economic concepts and issues.

Evidence in planning	1	2	3	4	5					
Evidence in teaching	1	2	3	4	5					
Evidence of effectiveness in producing the desired student learning						1	2	3	4	5

Comments/Suggestions:

**NCSS Theme VIII
Science, Technology, Society**

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

Description: Modern life as we know it would be impossible without technology and the science that supports it. But technology brings with it many questions: Is new technology always better than old? What can we learn from the past about how new technologies result in broader social change, some of which is unanticipated? How can we cope with the ever-increasing pace of change? How can we manage technology so that the greatest number of people benefit from it? How can we preserve our fundamental values and beliefs in the midst of technological change? This theme draws upon the natural and physical sciences and the humanities, and appears in a variety of social studies courses, including history, geography, economics, civics, and government.

Evidence in planning	1	2	3	4	(4)					
Evidence in teaching	1	2	3	4	(5)					
Evidence of effectiveness in producing the desired student learning						1	2	3	4	(5)

Comments/Suggestions:

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**NCSS Theme IX
Global Connections and Interdependence**

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.

Description: The realities of global interdependence require understanding the increasingly important and diverse global connections among world societies and the frequent tension between national interests and global priorities. Students will need to be able to address such international issues as health care, the environment, human rights, economic competition and interdependence, age-old ethnic enmities, and political and military alliances. This theme typically appears in units in courses dealing with geography, culture, and economics, but may also draw upon the natural and physical sciences and the humanities.

Evidence in planning	1	2	3	4	5					
Evidence in teaching	1	2	3	4	5					
Evidence of effectiveness in producing the desired student learning						1	2	3	4	5

Comments/Suggestions:

**NCSS Theme X
Civic Ideals and Practices**

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.

Description: An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies. Students confront such questions as: What is civic participation and how can I be involved? How has the meaning of citizenship evolved? What is the balance between rights and responsibilities? What is the role of the citizen in the community and the nation, and as a member of the world community? How can I make a positive difference? In schools, this theme typically appears in units or courses dealing with history, political science, cultural anthropology, and fields such as global studies, law-related education, and the humanities.

Evidence in planning	1	2	3	4	5					
Evidence in teaching	1	2	3	4	5					
Evidence of effectiveness in producing the desired student learning						1	2	3	4	5

Comments/Suggestions:

RHODE ISLAND COLLEGE
Feinstein School of Education and Human Development

NCSS Social Studies Teacher Education Standards
Student Teacher Performance Evaluation Form
Thematic Standards

This form is to be completed by the university supervisor and all cooperating teachers. Each student teacher is assessed on both planning and teaching of the standards at least three times by the supervisor, and four times by the cooperating teacher over the course of their student teaching experience. The student teacher is required to substantively engage all thematic standards during the course of observations. Following each supervisor visit the student teacher, supervisor, and cooperating teacher will confer to review the student teacher's progress in addressing all standards.

Student Teacher/Intern 260055 Date 10/21

Supervisor _____

School _____ Subject World Grade 9

Lesson Content/Objective: The Mongolian Empire

For each theme, underline or highlight on this form specific questions addressed in the lesson plan and during the observation. Circle on this form the appropriate quantitative evaluation to indicate evidence in planning and evidence in teaching for each theme. The numbers on the evaluation scale means the following:

1. Inadequate
2. Minimally acceptable
3. Average
4. Very Good
5. Excellent
- NA Not applicable

NCSS THEME I
Culture and Cultural Diversity

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.

Description: The study of culture prepares students to answer questions such as: What are the common characteristics of different cultures? How do belief systems, such as religion or political ideals, influence other parts of culture? How does the culture change to accommodate different ideas and beliefs? What does language tell us about culture? In schools, this theme typically appears in units and courses dealing with geography, history, sociology, and anthropology, as well as multicultural topics across the curriculum.

Evidence in planning	1	2	3	4	⑤	NA
Evidence in teaching	1	2	3	④	5	NA

Comments/Suggestions:

*Did a good job at showing how Mongols
 are very much the outsiders in China, based on
 their vast cultural differences*

NCSS Theme II
Time, Continuity and Change

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.

Description: Human beings seek to understand their historical roots and to locate themselves in time. Knowing how to read and reconstruct the past allows one to develop an historical perspective and to answer questions such as: Who am I? What happened in the past? How am I connected to those in the past? How has the world changed and how might it change in the future? Why does our personal sense of relatedness to the past change? This theme typically appears in courses in history and others that draw upon historical knowledge and habits.

Evidence in planning	1	2	3	4	5	NA
Evidence in teaching	1	2	3	4	5	NA

Comments/Suggestions:

NCSS Theme III People, Places and Environments

*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**.*

Description: The study of people, places and human-environment interactions assists students as they create spatial views and geographic perspectives of the world beyond their personal locations. Students need the knowledge, skills, and understanding provided by questions such as: Where are things located? Why are they located where they are: What do we mean by "region"? How do landforms change? What implications do these changes have for people? In schools, this theme typically appears in units and courses dealing with area studies and geography.

Evidence in planning	1	2	3	4	5	NA
Evidence in teaching	1	2	3	4	5	NA

Comments/Suggestions:

NCSS Theme IV
Individual Human Development and Identity

*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**.*

Description: Personal identity is shaped by one's culture, by groups, and by institutional influences. Students should consider such questions as: How do people learn? Why do people behave as they do? What influences how people learn, perceive and grow? How do people meet their basic needs in a variety of contexts? How do individuals develop from youth to adulthood? In schools, this theme typically appears in units and courses dealing with psychology and anthropology.

Evidence in planning	1	2	3	4	5	NA
Evidence in teaching	1	2	3	4	5	NA

Comments/Suggestions:

NCSS Theme V
Individuals, Groups and Institutions

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

Description: Institutions such as schools, churches, families, government agencies, and the courts play an integral role in people's lives. It is important that students learn how institutions are formed, what controls and influences them, how they influence individuals and culture, and how they are maintained or changed. Students may address questions such as: What is the role of institutions in this and other societies? How am I influenced by institutions? How do institutions change? What is my role in institutional change? In schools, this theme typically appears in units in courses dealing with sociology, anthropology, psychology, political science, and history.

Evidence in planning	1	2	3	4	5	(NA)
Evidence in teaching	1	2	3	4	5	(NA)

Comments/Suggestions:

NCSS Theme VI
Power, Authority and Governance

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

Description: Understanding the historical development of structures of power, authority, and governance and their evolving functions in contemporary U. S. society and other parts of the world is essential for developing civic competence. In exploring this theme, students confront questions such as: What is power? What forms does it take? Who holds it? How is it gained, used, and justified? What is legitimate authority? How are governments created, structured, maintained, and changed? How can individuals' rights be protected within the context of majority rule? In schools, this theme typically appears in units or courses dealing with government, politics, political science, history, law, and other social sciences.

Evidence in planning	1	2	3	4	(5)	NA
Evidence in teaching	1	2	3	4	(5)	NA

Comments/Suggestions:

See attached lesson evaluation.

*Mongol rule based on force and power. More conquered lands,
 more power.*

NCSS Theme VII
Production, Distribution, Consumption

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.

Description: Because people have wants that often exceed the resources available to them, a variety of ways have evolved to answer such questions as: What is to be produced? How is production to be organized? How are goods and services to be distributed? What is the most effective allocation of the factors to be produced (land, labor, capital, and management)? In schools, this theme typically appears in units in courses dealing with economic concepts and issues.

Evidence in planning	1	2	3	4	5	NA
Evidence in teaching	1	2	3	4	5	NA

Comments/Suggestions:

NCSS Theme VIII
Science, Technology, Society

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

Description: Modern life as we know it would be impossible without technology and the science that supports it. But technology brings with it many questions: Is new technology always better than old? What can we learn from the past about how new technologies result in broader social change, some of which is unanticipated? How can we cope with the ever-increasing pace of change? How can we manage technology so that the greatest number of people benefit from it? How can we preserve our fundamental values and beliefs in the midst of technological change? This theme draws upon the natural and physical sciences and the humanities, and appears in a variety of social studies courses, including history, geography, economics, civics, and government.

Evidence in planning	1	2	3	4	5	NA
Evidence in teaching	1	2	3	4	5	NA

Comments/Suggestions:

**NCSS Theme IX
Global Connections and Interdependence**

*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**.*

Description: The realities of global interdependence require understanding the increasingly important and diverse global connections among world societies and the frequent tension between national interests and global priorities. Students will need to be able to address such international issues as health care, the environment, human rights, economic competition and interdependence, age-old ethnic enmities, and political and military alliances. This theme typically appears in units in courses dealing with geography, culture, and economics, but may also draw upon the natural and physical sciences and the humanities.

Evidence in planning	1	2	3	4	5	NA
Evidence in teaching	1	2	3	4	5	NA

Comments/Suggestions:

*Silk road used as a means of East/West interaction.
Compared Silk Rd to internet in practicality. well done.*

**NCSS Theme X
Civic Ideals and Practices**

*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**.*

Description: An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies. Students confront such questions as: What is civic participation and how can I be involved? How has the meaning of citizenship evolved? What is the balance between rights and responsibilities? What is the role of the citizen in the community and the nation, and as a member of the world community? How can I make a positive difference? In schools, this theme typically appears in units or courses dealing with history, political science, cultural anthropology, and fields such as global studies, law-related education, and the humanities.

Evidence in planning	1	2	3	4	5	NA
Evidence in teaching	1	2	3	4	5	NA

Comments/Suggestions:

RHODE ISLAND COLLEGE
Feinstein School of Education and Human Development

NCSS Social Studies Teacher Education Standards
Student Teacher Performance Evaluation Form
Thematic Standards

This form is to be completed by the university supervisor and all cooperating teachers. Each student teacher is assessed on both planning and teaching of the standards at least three times by the supervisor, and four times by the cooperating teacher over the course of their student teaching experience. The student teacher is required to substantively engage all thematic standards during the course of observations. Following each supervisor visit the student teacher, supervisor, and cooperating teacher will confer to review the student teacher's progress in addressing all standards.

Student Teacher/Intern 260655 Date 11/19

Supervisor _____

School _____ Subject Western Civ Grade 11 (Honors)

Lesson Content/Objective: French Revolution vs American Revolution

For each theme, underline or highlight on this form specific questions addressed in the lesson plan and during the observation. Circle on this form the appropriate quantitative evaluation to indicate evidence in planning and evidence in teaching for each theme. The numbers on the evaluation scale means the following:

1. Inadequate
2. Minimally acceptable
3. Average
4. Very Good
5. Excellent
- NA Not applicable

NCSS THEME I
Culture and Cultural Diversity

*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**.*

Description: The study of culture prepares students to answer questions such as: What are the common characteristics of different cultures? How do belief systems, such as religion or political ideals, influence other parts of culture? How does the culture change to accommodate different ideas and beliefs? What does language tell us about culture? In schools, this theme typically appears in units and courses dealing with geography, history, sociology, and anthropology, as well as multicultural topics across the curriculum.

Evidence in planning	1	2	3	4	5	NA
Evidence in teaching	1	2	3	4	5	NA

Comments/Suggestions:

NCSS Theme II
Time, Continuity and Change

*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**.*

Description: Human beings seek to understand their historical roots and to locate themselves in time. Knowing how to read and reconstruct the past allows one to develop an historical perspective and to answer questions such as: Who am I? What happened in the past? How am I connected to those in the past? How has the world changed and how might it change in the future? Why does our personal sense of relatedness to the past change? This theme typically appears in courses in history and others that draw upon historical knowledge and habits.

Evidence in planning	1	2	3	4	5	NA
Evidence in teaching	1	2	3	4	5	NA

Comments/Suggestions:

**NCSS Theme III
People, Places and Environments**

*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**.*

Description: The study of people, places and human-environment interactions assists students as they create spatial views and geographic perspectives of the world beyond their personal locations. Students need the knowledge, skills, and understanding provided by questions such as: Where are things located? Why are they located where they are? What do we mean by "region"? How do landforms change? What implications do these changes have for people? In schools, this theme typically appears in units and courses dealing with area studies and geography.

Evidence in planning	1	2	3	4	5	NA
Evidence in teaching	1	2	3	4	5	NA

Comments/Suggestions:

**NCSS Theme IV
Individual Human Development and Identity**

*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**.*

Description: Personal identity is shaped by one's culture, by groups, and by institutional influences. Students should consider such questions as: How do people learn? Why do people behave as they do? What influences how people learn, perceive and grow? How do people meet their basic needs in a variety of contexts? How do individuals develop from youth to adulthood? In schools, this theme typically appears in units and courses dealing with psychology and anthropology.

Evidence in planning	1	2	3	4	5	NA
Evidence in teaching	1	2	3	4	5	NA

Comments/Suggestions:

NCSS Theme V
Individuals, Groups and Institutions

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

Description: Institutions such as schools, churches, families, government agencies, and the courts play an integral role in people's lives. It is important that students learn how institutions are formed, what controls and influences them, how they influence individuals and culture, and how they are maintained or changed. Students may address questions such as: What is the role of institutions in this and other societies? How am I influenced by institutions? How do institutions change? What is my role in institutional change? In schools, this theme typically appears in units in courses dealing with sociology, anthropology, psychology, political science, and history.

Evidence in planning	1	2	3	4	5	NA
Evidence in teaching	1	2	3	4	5	NA

Comments/Suggestions:

NCSS Theme VI
Power, Authority and Governance

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

Description: Understanding the historical development of structures of power, authority, and governance and their evolving functions in contemporary U. S. society and other parts of the world is essential for developing civic competence. In exploring this theme, students confront questions such as: What is power? What forms does it take? Who holds it? How is it gained, used, and justified? What is legitimate authority? How are governments created, structured, maintained, and changed? How can individuals' rights be protected within the context of majority rule? In schools, this theme typically appears in units or courses dealing with government, politics, political science, history, law, and other social sciences.

Evidence in planning	1	2	3	4	5	NA
Evidence in teaching	1	2	3	4	5	NA

Comments/Suggestions:

See attached lesson evaluation.

NCSS Theme VII
Production, Distribution, Consumption

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.

Description: Because people have wants that often exceed the resources available to them, a variety of ways have evolved to answer such questions as: What is to be produced? How is production to be organized? How are goods and services to be distributed? What is the most effective allocation of the factors to be produced (land, labor, capital, and management)? In schools, this theme typically appears in units in courses dealing with economic concepts and issues.

Evidence in planning	1	2	3	4	5	NA
Evidence in teaching	1	2	3	4	5	NA

Comments/Suggestions:

NCSS Theme VIII
Science, Technology, Society

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

Description: Modern life as we know it would be impossible without technology and the science that supports it. But technology brings with it many questions: Is new technology always better than old? What can we learn from the past about how new technologies result in broader social change, some of which is unanticipated? How can we cope with the ever-increasing pace of change? How can we manage technology so that the greatest number of people benefit from it? How can we preserve our fundamental values and beliefs in the midst of technological change? This theme draws upon the natural and physical sciences and the humanities, and appears in a variety of social studies courses, including history, geography, economics, civics, and government.

Evidence in planning	1	2	3	4	5	NA
Evidence in teaching	1	2	3	4	5	NA

Comments/Suggestions:

NCSS Theme IX
Global Connections and Interdependence

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.

Description: The realities of global interdependence require understanding the increasingly important and diverse global connections among world societies and the frequent tension between national interests and global priorities. Students will need to be able to address such international issues as health care, the environment, human rights, economic competition and interdependence, age-old ethnic enmities, and political and military alliances. This theme typically appears in units in courses dealing with geography, culture, and economics, but may also draw upon the natural and physical sciences and the humanities.

Evidence in planning	1	2	3	4	5	NA
Evidence in teaching	1	2	3	4	5	NA

Comments/Suggestions:

Colon was centered around how American Patriots were influenced by French thinkers, leading to the revolution which in turn influenced the French Revolution.

NCSS Theme X
Civic Ideals and Practices

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.

Description: An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies. Students confront such questions as: What is civic participation and how can I be involved? How has the meaning of citizenship evolved? What is the balance between rights and responsibilities? What is the role of the citizen in the community and the nation, and as a member of the world community? How can I make a positive difference? In schools, this theme typically appears in units or courses dealing with history, political science, cultural anthropology, and fields such as global studies, law-related education, and the humanities.

Evidence in planning	1	2	3	4	5	NA
Evidence in teaching	1	2	3	4	5	NA

Comments/Suggestions:

- Social Contract Theory
- Revolution vs Loyalty
- Honor vs Family
- Loyalty to oneself vs loyalty to country.

(Well Done)

RHODE ISLAND COLLEGE
Feinstein School of Education and Human Development

NCSS Social Studies Teacher Education Standards
Student Teacher Performance Evaluation Form
Thematic Standards

This form is to be completed by the university supervisor and all cooperating teachers. Each student teacher is assessed on both planning and teaching of the standards at least three times by the supervisor, and four times by the cooperating teacher over the course of their student teaching experience. The student teacher is required to substantively engage all thematic standards during the course of observations. Following each supervisor visit the student teacher, supervisor, and cooperating teacher will confer to review the student teacher's progress in addressing all standards.

Student Teacher/Intern 260055 Date 11/20

Supervisor _____

School _____ Subject World Grade 9

Lesson Content/Objective: Trojan War / Homer. Myth vs History

For each theme, underline or highlight on this form specific questions addressed in the lesson plan and during the observation. Circle on this form the appropriate quantitative evaluation to indicate evidence in planning and evidence in teaching for each theme. The numbers on the evaluation scale means the following:

1. Inadequate
2. Minimally acceptable
3. Average
4. Very Good
5. Excellent
- NA Not applicable

NCSS THEME I
Culture and Cultural Diversity

*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**.*

Description: The study of culture prepares students to answer questions such as: What are the common characteristics of different cultures? How do belief systems, such as religion or political ideals, influence other parts of culture? How does the culture change to accommodate different ideas and beliefs? What does language tell us about culture? In schools, this theme typically appears in units and courses dealing with geography, history, sociology, and anthropology, as well as multicultural topics across the curriculum.

Evidence in planning	1	2	3	4	5	NA
Evidence in teaching	1	2	3	4	5	NA

Comments/Suggestions:

Concepts of East US West were explored - Greek vs Trojan.

NCSS Theme II
Time, Continuity and Change

*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**.*

Description: Human beings seek to understand their historical roots and to locate themselves in time. Knowing how to read and reconstruct the past allows one to develop an historical perspective and to answer questions such as: Who am I? What happened in the past? How am I connected to those in the past? How has the world changed and how might it change in the future? Why does our personal sense of relatedness to the past change? This theme typically appears in courses in history and others that draw upon historical knowledge and habits.

Evidence in planning	1	2	3	4	5	NA
Evidence in teaching	1	2	3	4	5	NA

Comments/Suggestions:

Myth vs History. Few did a good job at showing how history changes over time, how myth can become fact.

NCSS Theme III People, Places and Environments

*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**.*

Description: The study of people, places and human-environment interactions assists students as they create spatial views and geographic perspectives of the world beyond their personal locations. Students need the knowledge, skills, and understanding provided by questions such as: Where are things located? Why are they located where they are: What do we mean by "region"? How do landforms change? What implications do these changes have for people? In schools, this theme typically appears in units and courses dealing with area studies and geography.

Evidence in planning	1	2	3	4	5	NA
Evidence in teaching	1	2	3	4	5	NA

Comments/Suggestions:

NCSS Theme IV
Individual Human Development and Identity

*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**.*

Description: Personal identity is shaped by one's culture, by groups, and by institutional influences. Students should consider such questions as: How do people learn? Why do people behave as they do? What influences how people learn, perceive and grow? How do people meet their basic needs in a variety of contexts? How do individuals develop from youth to adulthood? In schools, this theme typically appears in units and courses dealing with psychology and anthropology.

Evidence in planning	1	2	3	4	5	NA
Evidence in teaching	1	2	3	4	5	NA

Comments/Suggestions:

NCSS Theme V
Individuals, Groups and Institutions

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

Description: Institutions such as schools, churches, families, government agencies, and the courts play an integral role in people's lives. It is important that students learn how institutions are formed, what controls and influences them, how they influence individuals and culture, and how they are maintained or changed. Students may address questions such as: What is the role of institutions in this and other societies? How am I influenced by institutions? How do institutions change? What is my role in institutional change? In schools, this theme typically appears in units in courses dealing with sociology, anthropology, psychology, political science, and history.

Evidence in planning	1	2	3	4	5	NA
Evidence in teaching	1	2	3	4	5	NA

Comments/Suggestions:

NCSS Theme VI
Power, Authority and Governance

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

Description: Understanding the historical development of structures of power, authority, and governance and their evolving functions in contemporary U. S. society and other parts of the world is essential for developing civic competence. In exploring this theme, students confront questions such as: What is power? What forms does it take? Who holds it? How is it gained, used, and justified? What is legitimate authority? How are governments created, structured, maintained, and changed? How can individuals' rights be protected within the context of majority rule? In schools, this theme typically appears in units or courses dealing with government, politics, political science, history, law, and other social sciences.

Evidence in planning	1	2	3	4	5	NA
Evidence in teaching	1	2	3	4	5	NA

Comments/Suggestions:

See attached lesson evaluation.

Lesson illustrated how the kings of Greece organized into one fighting unit. Lead to lessons concerning city-states and unification.

NCSS Theme VII
Production, Distribution, Consumption

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.

Description: Because people have wants that often exceed the resources available to them, a variety of ways have evolved to answer such questions as: What is to be produced? How is production to be organized? How are goods and services to be distributed? What is the most effective allocation of the factors to be produced (land, labor, capital, and management)? In schools, this theme typically appears in units in courses dealing with economic concepts and issues.

Evidence in planning	1	2	3	4	5	NA
Evidence in teaching	1	2	3	4	5	NA

Comments/Suggestions:

NCSS Theme VIII
Science, Technology, Society

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

Description: Modern life as we know it would be impossible without technology and the science that supports it. But technology brings with it many questions: Is new technology always better than old? What can we learn from the past about how new technologies result in broader social change, some of which is unanticipated? How can we cope with the ever-increasing pace of change? How can we manage technology so that the greatest number of people benefit from it? How can we preserve our fundamental values and beliefs in the midst of technological change? This theme draws upon the natural and physical sciences and the humanities, and appears in a variety of social studies courses, including history, geography, economics, civics, and government.

Evidence in planning	1	2	3	4	5	NA
Evidence in teaching	1	2	3	4	5	NA

Comments/Suggestions:

NCSS Theme IX
Global Connections and Interdependence

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.

Description: The realities of global interdependence require understanding the increasingly important and diverse global connections among world societies and the frequent tension between national interests and global priorities. Students will need to be able to address such international issues as health care, the environment, human rights, economic competition and interdependence, age-old ethnic enmities, and political and military alliances. This theme typically appears in units in courses dealing with geography, culture, and economics, but may also draw upon the natural and physical sciences and the humanities.

Evidence in planning	1	2	3	4	5	NA
Evidence in teaching	1	2	3	4	5	NA

Comments/Suggestions:

NCSS Theme X
Civic Ideals and Practices

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.

Description: An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies. Students confront such questions as: What is civic participation and how can I be involved? How has the meaning of citizenship evolved? What is the balance between rights and responsibilities? What is the role of the citizen in the community and the nation, and as a member of the world community? How can I make a positive difference? In schools, this theme typically appears in units or courses dealing with history, political science, cultural anthropology, and fields such as global studies, law-related education, and the humanities.

Evidence in planning	1	2	3	4	5	NA
Evidence in teaching	1	2	3	4	5	NA

Comments/Suggestions: