Revised Program X

Rule 24 Matrix Table of Alignment of Standards and Assessments



Name of Institution: Peru State College______

Date Submitted: May 1, 2021_____

Endorsement: MIDDLE LEVEL EDUCATION-D1a-SOCIAL SCIENCES Grade Levels: 5-9

Place an X in the box corresponding to the course that meets the following requirements:												o mee												our	s req	uired
D1d Social Sciences - This matrix covers the 24 semester hours of the content area. See additional matrix addressing the 12 semester hours for Middle Level professional education courses.	_	OR	ECON 222 Macroeconomics (3)	GEOG 103 Human Geography (3)	HIST 113 Am Historv before 1865 (3)	HIST 114 Am History after 1865 (3)	HIST 201 World Civilization I (3)	HIST 202 World Civilization II (3)	HIST 329 History of Nebraska (3)	PSCI 201 Am National Government (3)		EDUC 413 Middle Level Student Teaching (12)	EDUC 420 Student Teaching Seminar (1)													
S1. Demonstrate knowledge and understanding of the four major 'motifs' or concerns of young adolescents and make connections with the social sciences to address those 'motifs, which include –																										
E1. To meet students' concern with self – development of self-esteem and a strong sense of identity, the teacher candidate will:			•	•	·		•	•	-	•	•			•		•	•	•		•	•	•	•	·	•	
A. Acquire appropriate skills and attitudes to be a lifelong learner;	х		х	х	х	х	х	х	х	х																
B. Communicate effectively;					Х	х	х	х	х	х																
C. Conduct activities necessary for research, critical thinking, and problem solving;	х		х	х	х	х	х	х	х	х																
D. Recognize and capitalize upon the relationships between school subjects, as well as integrate experiences with academic knowledge;					х	х	х	х		х																
E. Awareness and use of primary sources.				х	х	Х	х	х	Х	Х																

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D1d Social Sciences - This matrix covers the 24 semester hours of the content area. See additional matrix addressing the 12 semester hours for Middle Level professional education courses.	_	OR	ECON 222 Macroeconomics (3)	GEOG 103 Human Geography (3)	HIST 113 Am History before 1865 (3)	HIST 114 Am History after 1865 (3)	HIST 201 World Civilization I (3)	HIST 202 World Civilization II (2)	HIST 230 History of Nobraska (2)	DSCI 201 Am National Government (3)		EDUC 413 Middle Level Student Teaching (12)	EDUC 420 Student Teaching Seminar (1)														
E2. To meet students' concern for right and wrong – development of ethics, the teacher candidate will:					1					1	ı				1				ī				ī		ī		
A. Show a strong commitment to democratic values and ethical standards;					х	X			х	х																	
B. Think critically and to analyze one's own thoughts and actions.				x	х	х			х	x																	
E3. To meet students' concern for others – development of group and other-centeredness, the teacher candidate will:																	 										
A. Function effectively as a member of a variety of political, economic, and social groups such as the family, marketplace, and the community;	х		х							х																	
B. Show efficacy in analyzing and participating in contemporary affairs, public policy matters, and global issues;				х	х	х	Х	х		х																	
C. Understand the significance of the past to one's own life and to current social issues.					х	х	х	х	х																		
E4. To meet student's concern for the world — development of a global perspective, the teacher candidate will:																		 									
A. Demonstrate respect for cultural diversity, knowledge of diverse cultures, and intercultural competencies;				x	х	х	х	х	х	х																	
B. Understand and appreciate the delicate relationship between humans and the natural				х	х	х	Х	х		х																	

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D1d Social Sciences - This matrix covers the 24 semester hours of the content area. See additional matrix addressing the 12 semester hours for Middle Level professional education courses.	Microeconomics (3)	ECON 222 Macroeconomics (3)	3)	HIST 113 Am History before 1865 (3)	HIST 114 Am History after 1865 (3)	HIST 201 World Civilization I (3)		HIST 329 History of Nebraska (3)	PSCI 201 Am National Government (3)		EDUC 413 Middle Level Student Teaching (12)	EDUC 420 Student Teaching Seminar (1)														
world;																										
C. Demonstrate knowledge of temporal and spatial relationships and of the world as a dynamic system.			х																							
S2. Demonstrate knowledge and an understanding of the unifying concepts and processes of the social sciences, including being able to:																										
E1. Communicate – The teacher candidate will:										•					,					,		,				
A. Listen, read critically, interpret, translate, and express ideas and information in both group and interpersonal communication.				x	x	x	х	х	x																	
E2. Inquire – The teacher candidate will:																1										
A. Formulate and clarify questions, investigate problems, and develop rational conclusions supported by evidence.	х	х	x	х	x	х	х	х	х																	
B. Recognize there are various perspectives in the area of inquiry.			х						х																	
C. Recognize there is bias in others and themselves.			X						Х																	
D. Recognize the value of critical and creative thinking			X	X	X	X	X	X	Х																	
E3. Participate – The teacher candidate will:												,							•							
A. Act both individually and collaboratively in order to solve problems, make decisions, and negotiate and enact plans for action in ways that respect			x	x	x	х	х	х	х																	

Place an X in the box corresponding to the course that meets the following requirements:											-	o mee			-						_		urs r	equ	ired	
<u>D1d</u> Social Sciences - This matrix covers the 24	CHEM 101 or 102 3 CR	ECUN 221 Milcroeconomics (3)	ON ECON 222 Marroeconomics (3)	GFOG 103 Human Geography (3)	HIST 113 Am History before 1865 (3)	HIST 114 Am History after 1865 (3)	HIST 201 World Civilization (3)		HIST 200 History of Nabraska (2)		PSCLZUI Am National Government (3)	EDUC 413 Middle Level Student Teaching (12)	EDUC 420 Student Teaching Seminar (1)													
and value the customs, beliefs, and practices of others.																										
B. Take responsibility for individual and group work.				X	X	X			х	Х																
C. Respond to class, school, community, state, or national public issues.					х	х	х	х	х	х																
D. Value the importance of taking action to support reasonable citizenship.					х	х				х																
S3. Demonstrate knowledge and an understanding of empowering and engaging social studies teaching which includes:												x	x													
E1. Providing meaningful experiences, which encourage students to learn through purposeful experiences, designed around stimulating ideas, social issues and themes, and discourages the memorization of disconnected pieces of information.	I			x	х	x	x	х	x	×		х	х													
E2. Providing significant experiences, which are student-centered and age appropriate and centered around truly significant events, concepts, and principles the students need to know and apply in their everyday lives.			х	х					х	×		х	х													
E3. Providing challenging experiences, which involve modeling high expectations for their students and									х	х	,	х	х													

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	CHEM 101 OF 102 3 CK	ECON 221 Microeconomics (3)	OR	ECON 222 Macroeconomics (3)	GEOG 103 Human Geography (3)	HIST 113 Am History before 1865 (3)	HIST 114 Am History after 1865 (3)	HIST 201 World Civilization I (3)	HIST 202 World Civilization II (3)	HIST 329 History of Nebraska (3)	PSCI 201 Am National Government (3)		EDUC 413 Middle Level Student Teaching (12)	EDUC 420 Student Teaching Seminar (1)													
themselves, promoting a thoughtful approach to inquiry, and demanding well-reasoned arguments.																											
E4. Providing active experiences which encourage students to assume increasing responsibility for managing their own learning. Exploration, investigation, critical and creative thinking, problem solving, discussion and debate, and reflection are essential elements of this principle. This active process of constructing meaning encourages lifelong learning.					×	()	K	x	x	x	x		х	х													
E5. Providing integrative social studies instruction, which crosses disciplinary borders to explore issues and events, while using and reinforcing informational, technological, and application skills. This approach facilitates the study of the cultural and physical environment by making appropriate, meaningful, and evident connections to the human disciplines and to the concepts of time, space, continuity, and change.				>	()	x >	κ						x	X													
E6. Providing issues-based social studies which considers the ethical dimensions of issues and addresses controversial topics. It encourages consideration of opposing points of view, respect for well-supported positions, sensitivity to cultural similarities and differences, and a commitment to social responsibility and action.					>	()	κ			x	x		х	х													

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S4. Demonstrate a knowledge and understanding of the learning context of the middle grades social studies classroom that is inclusive and inviting, emphasizes respect for diversity, encourages engagement and interactivity, uses relevant and significant resource-based learning; expands literacy through social studies, integrates technology and social studies, applies a variety of instructional approaches and strategies, and assesses and evaluates student learning using a variety of research-based assessment strategies.											x	х												
S5. Demonstrate a knowledge and understanding of and be able to teach the following social science disciplines at the middle level:																								
E1. Civics A. Develop and apply knowledge of responsible citizenship within local, state, and national levels, including constitutional government, citizen rights and responsibilities, political processes, public policy, and judicial systems.										x														
E2. Economics A. Develop and apply knowledge of economic decisions within the American economy and the impact within local, state, national, and international levels, including marketplace operation, economic structure, role of government, and personal finance.	x		x																					
E3. Geography A. Develop and apply spatial perspective and				х																				

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geographic skills to make informed decisions regarding issues and current events at local, state, national and international levels, includir the world in spatial terms, places and regions, physical systems, human systems, human/environment interactions, and application of geography to issues and events.	ng																									
E4. History A. Develop and apply historical knowledge and skills research, analyze, and understand key concept of past, current, and potential issues and event at the local, state, national, and international levels, including chronological thinking, historic comprehension, multiple perspectives, historic analysis and interpretation, and historical research skills.	s :s					x	x	x	x	x																