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<p>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.</p>	<p>EXAMPLE: CHEM 101 or 102 3 CR</p>	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)																							
world;																																		
C. Demonstrate knowledge of temporal and spatial relationships and of the world as a dynamic system.				X																														
S2. Demonstrate knowledge and an understanding of the unifying concepts and processes of the social sciences, including being able to:																																		
<u>E1.</u> 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	X	X	X																							
<u>E2.</u> Inquire – The teacher candidate will:																																		
A. Formulate and clarify questions, investigate problems, and develop rational conclusions supported by evidence.	X		X	X	X	X	X	X	X	X	X																							
B. Recognize there are various perspectives in the area of inquiry.				X								X																						
C. Recognize there is bias in others and themselves.				X									X																					
D. Recognize the value of critical and creative thinking.			X	X	X	X	X	X	X	X	X	X																						
<u>E3.</u> 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	X	X	X	X	X																							

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<p>themselves, promoting a thoughtful approach to inquiry, and demanding well-reasoned arguments.</p>																																		
<p><u>E4.</u> 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.</p>						X	X	X	X	X	X																							
<p><u>E5.</u> 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.</p>				X	X	X																												
<p><u>E6.</u> 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.</p>					X	X				X	X																							

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<p>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.</p>																																													
<p>S5. Demonstrate a knowledge and understanding of and be able to teach the following social science disciplines at the middle level:</p>																																													
<p><u>E1. Civics</u> 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.</p>													X																																
<p><u>E2. Economics</u> 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.</p>	X		X																																										
<p><u>E3. Geography</u> A. Develop and apply spatial perspective and</p>				X																																									

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