

CURRICULAR ALIGNMENT
FOR THE
K-STATE MIDDLE LEVEL
TEACHING STANDARDS
IN
COMPREHENSIVE HISTORY

Adapted from "Teaching Standards for Kansas Educators, Late Childhood - Early Adolescence
(Grades 5-8), History Comprehensive"

-Revised: July 12, 2002

Performance-Based Teaching Standard Course or Field Experience Designed to Meet the Standard Example of Performance Assessment Procedure

Standard #1 The teacher of comprehensive history has knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of the world, and is able to utilize essential analytical and research skills.

KNOWLEDGE

<p>1. The teacher knows and understands the accomplishments of early world civilizations, particularly early Ancient and Middle Eastern Civilizations.</p>	<p>HIST 111: World Civilizations I <i>or</i> ANTH 260: Introduction to Archeology <i>or</i> ANTH 505: Introduction to the Civilizations of South Asia I <i>or</i> Any topic-related, 500-level history course</p>	<p>Essay questions, research papers, student presentations and/or book reviews.</p>	<p>Rubrics or written commentary.</p>
<p>2. The teacher knows and understands the basic beliefs of many of the world's major religious and belief systems including Judaism, Hinduism, Shintoism, Buddhism, Christianity, Islam, Confucianism, and Daoism.</p>	<p>HIST 111: World Civilizations I <i>or</i> ANTH 505: Introduction to the Civilizations of South Asia I <i>or</i> Any topic-related, 500-level history course</p>	<p>Essay questions, research papers, student presentations and/or book reviews.</p>	<p>Rubrics or written commentary.</p>
<p>3. The teacher knows and understands the major accomplishments, characteristics, and important individuals of early civilizations in South and East Asia.</p>	<p>HIST 111: World Civilizations I <i>or</i> ANTH 505: Introduction to the Civilizations of South Asia I <i>or</i> Any topic-related, 500-level history course</p>	<p>Essay questions, research papers, student presentations and/or book reviews.</p>	<p>Rubrics or written commentary.</p>
<p>4. The student uses a working knowledge and understanding of individuals, groups, ideas, eras, developments, and turning points in the history of the world in the period of the great classical civilizations of Greece, Rome, India, and China.</p>	<p>HIST 111: World Civilizations I <i>or</i> ANTH 505: Introduction to the Civilizations of South Asia I <i>or</i> Any topic-related, 500-level history course</p>	<p>Essay questions, research papers, student presentations and/or book reviews.</p>	<p>Rubrics or written commentary.</p>
<p>5. The teacher knows and understands the political, social, and economic institutions of the Islamic world and Medieval Europe and the interaction between the two.</p>	<p>HIST 111: World Civilizations I <i>or</i> Any topic-related, 500-level history course</p>	<p>Essay questions, research papers, student presentations and/or book reviews.</p>	<p>Rubrics or written commentary.</p>

<u>Performance-Based Teaching Standard</u>	<u>Course or Field Experience Designed to Meet the Standard</u>	<u>Example of Performance</u>	<u>Assessment Procedure</u>
6. The teacher knows and understands the key events and individuals of the Renaissance, Reformation, and Catholic Counter Reformation in Europe and Around the world.	HIST 111: World Civilizations I <i>or</i> Any topic-related, 500-level history course	Essay questions, research papers, student presentations and/or book reviews.	Rubrics or written commentary.
7. The teacher understands that past events have affected contemporary and current historical issues and events.	HIST 112: World Civilizations II <i>or</i> Any topic-related, 500-level history course	Essay questions, research papers, student presentations and/or book reviews.	Rubrics or written commentary.

Performance-Based
Teaching Standard

Course or Field Experience
Designed to Meet the Standard

Example of Performance

Assessment Procedure

Standard #1 The teacher of comprehensive history has knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of the world, and is able to utilize essential analytical and research skills.

PERFORMANCE

1. When designing lessons the teacher is able to evaluate the intellectual soundness of historical writings in world history.	Any 500-level or above history course	Essay questions, research papers, student presentations and/or book reviews.	Rubrics or written commentary.
2. When designing lessons the teacher is able to conduct historical research using primary sources and sound historical methodology.	Any 500-level or above history course	Essay questions, research papers, student presentations and/or book reviews.	Rubrics or written commentary.
3. The teacher is able to design and implement lessons in world history that require students to use and evaluate primary and secondary sources.	Any 500-level or above history course	Essay questions, research papers, student presentations and/or book reviews.	Rubrics or written commentary.
4. When designing lessons the teacher is able to incorporate art, literature, folklore and music.	Block I of Secondary Education	Team Teach – Interdisciplinary lesson at the middle school level	Rubrics Written reflection papers Review of teaching video tape for self-evaluation
5. The teacher is able to design and implement lessons that take into consideration the gender, racial, cultural, and religious sensitivities of students.	EDCEP 525: Interpersonal Relations in the Schools <i>and</i> EDCIP 455: Teaching in a Multicultural Society	Guided Classroom Observation Field Research Class Activities & Discussions Reaction Paper Lesson Plans	Examination of Course Work Written Commentary Rubrics Peer Evaluation
6. When designing lessons the teacher is able to select readings and curriculum in world history that are developmentally appropriate for students.	Block I, II, and III of Secondary Education	Team Teach – Interdisciplinary lesson at the middle school level Student Aide in Classroom Guided Classroom Observation Field Research Class Activities & Discussions Reaction Paper Lesson Plans Unit Plan for 4-8 weeks of Instruction Model Lesson Student Teaching	Written reflection papers Review of teaching video tape for self-evaluation Examination of Course Work Written Commentary Rubrics Peer Evaluation Observation & Evaluation by Cooperating Teacher, University Supervisor and Clinical Instructor. Student Feedback

<u>Performance-Based Teaching Standard</u>	<u>Course or Field Experience Designed to Meet the Standard</u>	<u>Example of Performance</u>	<u>Assessment Procedure</u>
7. The teacher is able to design and implement lessons that create learning experiences around contemporary and current historical issues and events.	Block I, II, and III of Secondary Education	<ul style="list-style-type: none"> Team Teach – Interdisciplinary lesson at the middle school level Student Aide in Classroom Guided Classroom Observation Field Research Class Activities & Discussions Reaction Paper Lesson Plans Unit Plan for 4-8 weeks of Instruction Model Lesson Student Teaching 	<ul style="list-style-type: none"> Written reflection papers Review of teaching video tape for self-evaluation Examination of Course Work Written Commentary Rubrics Peer Evaluation Observation & Evaluation by Cooperating Teacher, University Supervisor and Clinical Instructor. Student Feedback

Performance-Based
Teaching Standard

Course or Field Experience
Designed to Meet the Standard

Example of Performance

Assessment Procedure

Standard #2 The teacher of comprehensive history has knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of the United States, and is able to utilize essential analytical and research skills.

KNOWLEDGE

1. The teacher understands pre-Columbian cultures in the Americas	HIST 251: History of the United States to 1877 <i>or</i> ANTH 260: Introduction to Archaeology <i>or</i> Any topic-related, 500-level history course	Essay questions, research papers, student presentations and/or book reviews.	Rubrics or written commentary.
2. The teacher knows and understands the American colonial experience and interactions among the Europeans, Africans, and native Americans.	HIST 251: History of the United States to 1877 <i>or</i> ANTH 200, 204 or 210: Intro to Anthropology <i>or</i> Any topic-related, 500-level history course	Essay questions, research papers, student presentations and/or book reviews.	Rubrics or written commentary.
3. The teacher knows and understands the origins, course, conduct, and impact of the American Revolution and the development of the American constitution.	HIST 251: History of the United States to 1877 <i>or</i> Any topic-related, 500-level history course	Essay questions, research papers, student presentations and/or book reviews.	Rubrics or written commentary.
4. The teacher understands the origins and development of the major political movements in the United States up to and including the Era of Good Feelings.	HIST 251: History of the United States to 1877 <i>or</i> Any topic-related, 500-level history course	Essay questions, research papers, student presentations and/or book reviews.	Rubrics or written commentary.
5. The teacher understands major figures, issues, and reform movements of the Jacksonian era.	HIST 251: History of the United States to 1877 <i>or</i> Any topic-related, 500-level history course	Essay questions, research papers, student presentations and/or book reviews.	Rubrics or written commentary.

<u>Performance-Based Teaching Standard</u>	<u>Course or Field Experience Designed to Meet the Standard</u>	<u>Example of Performance</u>	<u>Assessment Procedure</u>
6. The teacher understands the major issues that contributed to Sectionalism and the outbreak of the U.S. Civil War.	HIST 251: History of the United States to 1877 <i>or</i> Any topic-related, 500-level history course	Essay questions, research papers, student presentations and/or book reviews.	Rubrics or written commentary.
7. The teacher knows and understands the significant issues, policies, and events of the U.S. Civil War and Reconstruction.	HIST 251: History of the United States to 1877 <i>or</i> Any topic-related, 500-level history course	Essay questions, research papers, student presentations and/or book reviews.	Rubrics or written commentary.
8. The teacher knows and understands the ideology of Manifest Destiny and how it affected Western settlement and Native Americans.	HIST 251: History of the United States to 1877 <i>or</i> Any topic-related, 500-level history course	Essay questions, research papers, student presentations and/or book reviews.	Rubrics or written commentary.
9. The teacher knows and understands the ongoing struggles of minority groups to achieve social, economic, and political justice.	HIST 252: History of the United States Since 1877 <i>or</i> Any topic-related, 500-level history course	Essay questions, research papers, student presentations and/or book reviews.	Rubrics or written commentary.
10. The teacher knows and understands the history of immigration and Nativist reaction to it.	HIST 252: History of the United States Since 1877 <i>or</i> Any topic-related, 500-level history course	Essay questions, research papers, student presentations and/or book reviews.	Rubrics or written commentary.
11. The teacher knows and understands the development of American industrialism, including the rise of U.S. corporations and the U.S. labor movement.	HIST 252: History of the United States Since 1877 <i>or</i> Any topic-related, 500-level history course	Essay questions, research papers, student presentations and/or book reviews.	Rubrics or written commentary.
12. The teacher understands past events have affected contemporary and current historical issues and events.	HIST 252: History of the United States Since 1877 <i>or</i> Any topic-related, 500-level history course	Essay questions, research papers, student presentations and/or book reviews.	Rubrics or written commentary.

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Example of Performance

Assessment Procedure

Standard #2 The teacher of comprehensive history has knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of the United States, and is able to utilize essential analytical and research skills.

PERFORMANCE

1. When designing lessons the teacher is able to evaluate the intellectual soundness of historical writings in U.S. history.	Any Upper level U.S. History Course	Essay questions, research papers, student presentations and/or book reviews.	Rubrics or written commentary.
2. When designing lessons the teacher is able to conduct historical research using primary sources and sound historical methodology.	Any Upper level U.S. History Course	Essay questions, research papers, student presentations and/or book reviews.	Rubrics or written commentary.
3. The teacher is able to design and implement lessons in U.S. history that require students to use and evaluate primary and secondary sources.	Block II of Secondary Education	Guided Classroom Observation Field Research Class Activities & Discussions Reaction Paper Lesson Plans	Examination of Course Work Written Commentary Rubrics Peer Evaluation
4. The teacher is able to design and implement lessons that incorporate art, literature, folklore and music.	Block I of Secondary Education	Team Teach – Interdisciplinary lesson at the middle school level	Rubrics Written reflection papers Review of teaching video tape for self-evaluation
5. The teacher is able to design and implement lessons that take into consideration the gender, racial, cultural, and religious sensitivities of students.	Blocks I, II, and III of Secondary Education <i>or</i> ANTH 200, 204 or 210: Intro to Anthropology	Team Teach – Interdisciplinary lesson at the middle school level Student Aide in Classroom Guided Classroom Observation Field Research Class Activities & Discussions Reaction Paper Lesson Plans Unit Plan for 4-8 weeks of Instruction Model Lesson Student Teaching	Written reflection papers Review of teaching video tape for self-evaluation Examination of Course Work Written Commentary Rubrics Peer Evaluation Observation & Evaluation by Cooperating Teacher, University Supervisor and Clinical Instructor. Student Feedback

<u>Performance-Based Teaching Standard</u>	<u>Course or Field Experience Designed to Meet the Standard</u>	<u>Example of Performance</u>	<u>Assessment Procedure</u>
6. When designing lessons the teacher is able to select readings and curricula in U.S. history that are developmentally appropriate for students.	Blocks I, II, and III of Secondary Education	Student Aide in Classroom Guided Classroom Observation Field Research Class Activities & Discussions Reaction Paper Lesson Plans Unit Plan for 4-8 weeks of Instruction Model Lesson Student Teaching	Examination of Course Work Written Commentary Rubrics Peer Evaluation Observation & Evaluation by Cooperating Teacher, University Supervisor and Clinical Instructor. Student Feedback

Performance-Based
Teaching Standard

Course or Field Experience
Designed to Meet the Standard

Example of Performance

Assessment Procedure

Standard #3 The teacher of comprehensive history has knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, and is able to utilize essential analytical and research skills.

KNOWLEDGE

1. The teacher knows and understands the diversity of American Indians that lived in Kansas and their interaction with early European and American explorers.	HIST 558: History of Kansas <i>or</i> ANTH 533: Kansas Archaeology	Essay questions, research papers, student presentations, book reviews, and/or field research.	Rubrics or written commentary.
2. The teacher knows and understands the purposes of the Oregon and Santa Fe Trails, as well as the early military posts in Kansas.	HIST 558: History of Kansas	Essay questions, research papers, student presentations, book reviews, and/or field research.	Rubrics or written commentary.
3. The teacher knows and understands the impact of Federal policies that influence Kansas history, such as the military protection of the trails, native American issues including relocation, and the subsequent settlement of the state.	HIST 558: History of Kansas	Essay questions, research papers, student presentations, book reviews, and/or field research.	Rubrics or written commentary.
4. The teacher knows and understands the territorial history of Kansas and the issues of slavery in the struggle for statehood	HIST 558: History of Kansas	Essay questions, research papers, student presentations, book reviews, and/or field research.	Rubrics or written commentary.
5. The teacher knows and understands the major events that influenced the settlement of Kansas, including the Exodusters movement, railroad expansion, and influences of cowboys, pioneers, and other immigrants.	HIST 558: History of Kansas	Essay questions, research papers, student presentations, book reviews, and/or field research.	Rubrics or written commentary.
6. The teacher knows and understands the role of Kansans in the national reform movements such as populism, progressivism, and socialism.	HIST 558: History of Kansas	Essay questions, research papers, student presentations, book reviews, and/or field research.	Rubrics or written commentary.
7. The teacher knows and understands the development in importance of the three major economic mainstays in Kansas: agriculture, fossil fuels, and aviation.	HIST 558: History of Kansas <i>or</i> GEOG 310: Geography of Kansas	Essay questions, research papers, student presentations, book reviews, and/or field research.	Rubrics or written commentary.

**Performance-Based
Teaching Standard**

**Course or Field Experience
Designed to Meet the Standard**

Example of Performance

Assessment Procedure

<p>8. The teacher knows and understands the events that led to the Supreme Court decision in <i>Brown v. Topeka Board of Education</i>.</p>	<p>HIST 558: History of Kansas</p>	<p>Essay questions, research papers, student presentations, book reviews, and/or field research.</p>	<p>Rubrics or written commentary.</p>
<p>9. The teacher knows and understands the effects of rural development, and increased urbanization on the politics and quality of life in Kansas; in the second half of the twentieth century.</p>	<p>HIST 558: History of Kansas</p>	<p>Essay questions, research papers, student presentations, book reviews, and/or field research.</p>	<p>Rubrics or written commentary.</p>
<p>10. The teacher knows and understands the significance of well-known Kansans on the national scene.</p>	<p>HIST 558: History of Kansas</p>	<p>Essay questions, research papers, student presentations, book reviews, and/or field research.</p>	<p>Rubrics or written commentary.</p>

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Assessment Procedure

Standard #3 The teacher of comprehensive history has knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, and is able to utilize essential analytical and research skills.

PERFORMANCE

1. When designing lessons the teacher is able to evaluate the intellectual soundness of historical writings in Kansas history.	Any Upper level History Course	Essay questions, research papers, student presentations and/or book reviews.	Rubrics or written commentary.
2. When designing lessons the teacher is able to conduct historical research using primary sources and sound historical methodology	Any Upper level History Course	Essay questions, research papers, student presentations and/or book reviews.	Rubrics or written commentary.
3. The teacher is able to design and implement lessons in Kansas history that require students to use and evaluate primary and secondary sources.	Any Upper level History Course	Essay questions, research papers, student presentations and/or book reviews.	Rubrics or written commentary.
4. The teacher is able to design and implement lessons that incorporate art, literature, folklore and music.	Block I of Secondary Education	Team Teach – Interdisciplinary lesson at the middle school level	Rubrics Written reflection papers Review of teaching video tape for self-evaluation
5. The teacher is able to design and implement lessons that take into consideration the gender, racial, cultural, and religious sensitivities of students.	Blocks I, II, and III of Secondary Education <i>and</i> ANTH 200, 204 or 210: Intro to Anthropology	Team Teach – Interdisciplinary lesson at the middle school level Student Aide in Classroom Guided Classroom Observation Field Research Class Activities & Discussions Reaction Paper Lesson Plans Unit Plan for 4-8 weeks of Instruction Model Lesson Student Teaching	Written reflection papers Review of teaching video tape for self-evaluation Examination of Course Work Written Commentary Rubrics Peer Evaluation Observation & Evaluation by Cooperating Teacher, University Supervisor and Clinical Instructor. Student Feedback

<u>Performance-Based Teaching Standard</u>	<u>Course or Field Experience Designed to Meet the Standard</u>	<u>Example of Performance</u>	<u>Assessment Procedure</u>
6. When designing lessons the teacher is able to select readings and curricula in Kansas history that are developmentally appropriate for students.	Blocks I, II, and III of Secondary Education	Team Teach – Interdisciplinary lesson at the middle school level Student Aide in Classroom Guided Classroom Observation Field Research Class Activities & Discussions Reaction Paper Lesson Plans Unit Plan for 4-8 weeks of Instruction Model Lesson Student Teaching	Written reflection papers Review of teaching video tape for self-evaluation Examination of Course Work Written Commentary Rubrics Peer Evaluation Observation & Evaluation by Cooperating Teacher, University Supervisor and Clinical Instructor. Student Feedback

Performance-Based Teaching Standard

Course or Field Experience Designed to Meet the Standard

Example of Performance

Assessment Procedure

Standard #4 The teacher of comprehensive history has knowledge and understanding of significant professional and pedagogical issues and skills relevant to the profession of teaching history.

KNOWLEDGE

<p>1. The teacher knows and understands the role of professional organizations for historians and history educators, including the American Historical Association, the Organization of American Historians, The National Council for History Education, and the National Council for the Social Studies.</p>	<p>EDDSEC 500: Social Studies Methods in the Secondary School</p>	<p>Class Activities & Discussions Reaction Paper Lesson Plans Unit Plan for 4-8 weeks of Instruction Model Lesson</p>	<p>Examination of course work, written commentary, rubrics, peer evaluation</p>
<p>2. The teacher knows and understands the nature and use of the Advanced Placement exams, the SAT II in history, and Kansas/National History Day.</p>	<p>Block I of Secondary Education, Block II of Secondary Education, Block III of Secondary Education, <i>and</i> Any upper level economic, sociology, or geography course</p>	<p>Team Teach – Interdisciplinary lesson at the middle school level Guided Classroom Observation Field Research Class Activities & Discussions Reaction Paper Lesson Plans Unit Plan for 4-8 weeks of Instruction Model Lesson Student Teaching</p>	<p>Rubrics Written reflection papers Review of teaching video tape for self-evaluation Examination of Course Work Written Commentary Peer Evaluation Observation & Evaluation by Cooperating Teacher, University Supervisor and Clinical Instructor. Student Feedback</p>
<p>3. The teacher has a working knowledge of the Kansas curricular standards.</p>	<p>EDDSEC 500: Social Studies Methods in the Secondary School</p>	<p>Class Activities & Discussions Reaction Paper Lesson Plans Unit Plan for 4-8 weeks of Instruction Model Lesson</p>	<p>Examination of course work, written commentary, rubrics, peer evaluation</p>
<p>4. The teacher knows and understands various purposes and types of local, state, and national repositories of primary source collections.</p>	<p>Block I of Secondary Education, Block II of Secondary Education, Block III of Secondary Education, <i>and</i> Any upper level economic, sociology, or geography course</p>	<p>Team Teach – Interdisciplinary lesson at the middle school level Guided Classroom Observation Field Research Class Activities & Discussions Reaction Paper Lesson Plans Unit Plan for 4-8 weeks of Instruction Model Lesson Student Teaching</p>	<p>Rubrics Written reflection papers Review of teaching video tape for self-evaluation Examination of Course Work Written Commentary Peer Evaluation Observation & Evaluation by Cooperating Teacher, University Supervisor and Clinical Instructor. Student Feedback</p>

<u>Performance-Based Teaching Standard</u>	<u>Course or Field Experience Designed to Meet the Standard</u>	<u>Example of Performance</u>	<u>Assessment Procedure</u>
5. The teacher knows and understands the current debates in the teaching of history.	EDSEEC 500: Social Studies Methods in the Secondary School	Class Activities & Discussions Reaction Paper Lesson Plans Unit Plan for 4-8 weeks of Instruction Model Lesson	Examination of course work, written commentary, rubrics, peer evaluation

Performance-Based
Teaching Standard

Course or Field Experience
Designed to Meet the Standard

Example of Performance

Assessment Procedure

Standard #4 The teacher of comprehensive history has knowledge and understanding of significant professional and pedagogical issues and skills relevant to the profession of teaching history.

PERFORMANCE

1. When designing lessons the teacher is able to evaluate the intellectual soundness of historical writings.	EDSEC 500: Social Studies Methods in the Secondary School	Class Activities & Discussions Reaction Paper Lesson Plans Unit Plan for 4-8 weeks of Instruction Model Lesson	Examination of course work, written commentary, rubrics, peer evaluation
2. When designing lessons the teacher is able to conduct historical research using primary sources and sound historical methodology.	Block I of Secondary Education, Block II of Secondary Education, Block III of Secondary Education, <i>and</i> Any upper level economic, sociology, or geography course	Team Teach – Interdisciplinary lesson at the middle school level Guided Classroom Observation Field Research Class Activities & Discussions Reaction Paper Lesson Plans Unit Plan for 4-8 weeks of Instruction Model Lesson Student Teaching	Rubrics Written reflection papers Review of teaching video tape for self-evaluation Examination of Course Work Written Commentary Peer Evaluation Observation & Evaluation by Cooperating Teacher, University Supervisor and Clinical Instructor. Student Feedback
3. The teacher is able to design and implement lessons that require students to use and evaluate primary sources.	Block II of Secondary Education, Block III of Secondary Education, <i>and</i> Any upper level economic, sociology, or geography course	Team Teach – Interdisciplinary lesson at the middle school level Guided Classroom Observation Field Research Class Activities & Discussions Reaction Paper Lesson Plans Unit Plan for 4-8 weeks of Instruction Model Lesson Student Teaching	Rubrics Written reflection papers Review of teaching video tape for self-evaluation Examination of Course Work Written Commentary Peer Evaluation Observation & Evaluation by Cooperating Teacher, University Supervisor and Clinical Instructor. Student Feedback
4. The teacher is able to design and implement lessons that incorporate art, literature, and music.	ANTH 200, 204 or 210: Intro to Anthropology <i>and</i> Any Humanities course	Essay questions, research papers, student presentations and/or book reviews.	Scoring rubrics or written commentary.

<u>Performance-Based Teaching Standard</u>	<u>Course or Field Experience Designed to Meet the Standard</u>	<u>Example of Performance</u>	<u>Assessment Procedure</u>
5. The teacher is able to design and implement lessons that respond to the gender, racial, class, cultural, and religious sensitivities of students.	ANTH 200, 204 or 210: Intro to Anthropology <i>or</i> SOCIO 211 or 214: Intro to Sociology <i>or</i> SOCIO 541: Wealth, Power, and Privilege <i>or</i> SOCIO 545: The Sociology of Women <i>or</i> SOCIO 570: Race and Ethnic Relation in the U.S. <i>or</i> Any 500-level Anthropology course	Essay questions, research papers, student presentations and/or book reviews.	Scoring rubrics or written commentary.
6. When designing lessons the teacher is able to select readings and curriculum which are developmentally appropriate for the students.	Block I of Secondary Education <i>and</i> Block II of Secondary Education	Team Teach – Interdisciplinary lesson at the middle school level Guided Classroom Observation Field Research Class Activities & Discussions Reaction Paper Lesson Plans Unit Plan for 4-8 weeks of Instruction Model Lesson	Rubrics Written reflection papers Review of teaching video tape for self-evaluation Examination of Course Work Written Commentary Peer Evaluation

Standard #5 The teacher of comprehensive history has knowledge and understanding of governmental systems in the United States and other nations.

KNOWLEDGE

1. The teacher understands the Declaration of Independence, the United States Constitution, and the Kansas Constitution.	POLSC 325: United States Politics	Examination - Essays - Multiple Choice/True or False Presentations	Grading Performance
2. The teacher knows and understands the rule of law as it applies to family, school, local, state, and national governments.	POLSC 325: United States Politics	Examination - Essays - Multiple Choice/True or False Presentations	Grading Performance
3. The teacher understands the tension between the dual roles of government as protector of rights and provider of order.	POLSC 325: United States Politics	Examination - Essays - Multiple Choice/True or False Presentations	Grading Performance
4. The teacher knows and understands the shared ideas and the diversity of American society and political culture.	POLSC 325: United States Politics	Examination - Essays - Multiple Choice/True or False Presentations	Grading Performance
5. The teacher knows and understands the rights, privileges, and responsibilities in becoming an active civic participant.	POLSC 325: United States Politics	Examination - Essays - Multiple Choice/True or False Presentations	Grading Performance
6. The teacher understands the importance of major Supreme Court cases in American History.	POLSC 325: United States Politics <i>or</i> POLSC 614: Constitutional Law I	Examination - Essays - Multiple Choice/True or False Presentations	Grading Performance
7. The teacher understands how the American concept and practice of civil liberties has evolved over time.	POLSC 325: United States Politics <i>or</i> POLSC 615: Constitutional Law II	Examination - Essays - Multiple Choice/True or False Presentations	Grading Performance
8. The teacher knows and understands various systems of governments and how nations and international organizations interact.	POLSC 344: Introduction to Comparative Politics <i>or</i> POLSC 333: World Politics	Examination - Essays - Multiple Choice/True or False Presentations	Grading Performance
9. The teacher understands the function and the distribution of powers among the legislative, executive, and judicial branches at the state and national levels.	POLSC 325: United States Politics	Examination - Essays - Multiple Choice/True or False Presentations	Grading Performance

<u>Performance-Based Teaching Standard</u>	<u>Course or Field Experience Designed to Meet the Standard</u>	<u>Example of Performance</u>	<u>Assessment Procedure</u>
10. The teacher understands the methods by which we elect government officials and issues regarding civic responsibilities of citizens in the American constitutional government.	POL.SC.325: United States Politics	Examination - Essays - Multiple Choice/True or False Presentations	Grading Performance

Performance-Based
Teaching Standard

Course or Field Experience
Designed to Meet the Standard

Example of Performance

Assessment Procedure

Standard #5 The teacher of comprehensive history has knowledge and understanding of governmental systems in the United States and other nations.

PERFORMANCE

1. The teacher is able to design and implement lessons that compare and contrast various political systems/economic systems of the world in terms of ideology, structure, function, institutions, decision-making processes, citizenship roles, and political culture.	POLSC 344: Introduction to Comparative Politics <i>and</i> ECON 120, 520, or 536: Principles of Microeconomics, Intermediate Microeconomics, or Comparative Economics	Examination - Essays - Multiple Choice/True or False Presentations Essay Tests Written Commentary	Grading Performance Essay Tests Written Commentary
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Standard #6 The teacher of comprehensive history has knowledge and understanding of major economic concepts, issues, and systems in the United States and other nations.

KNOWLEDGE

1. The teacher knows and understands the effect of scarcity on prices, production, consumption, and distribution of goods or services.	ECON 120: Principles of Microeconomics	Essay Tests Written Commentary	Essay Tests Written Commentary
2. The teacher knows and understands how the market economy works in the United States.	ECON 110: Principles of Macroeconomics <i>and</i> ECON 120, 520, or 536: Principles of Microeconomics, Intermediate Microeconomics, or Comparative Economics	Essay Tests	Essay Tests
3. The teacher knows and understands how different economic systems, institutions, and incentives affect people.	ECON 110: Principles of Macroeconomics <i>and</i> ECON 120 or 536: Principles of Microeconomics or Comparative Economics	Essay Tests Written Commentary	Essay Tests
4. The teacher knows and understands the role of the government in the economy.	ECON 110: Principles of Macroeconomics <i>and</i> ECON 120, 520, or 536: Principles of Microeconomics, Intermediate Microeconomics, or Comparative Economics	Essay Tests	Essay Tests
5. The teacher knows and understands effective decision-making skills as a consumer, producer, saver, investor, and citizen.	ECON 110: Principles of Macroeconomics <i>and</i> ECON 120, 520, or 536: Principles of Microeconomics, Intermediate Microeconomics, or Comparative Economics	Essay Tests	Essay Tests

Performance-Based Teaching Standard	Course or Field Experience Designed to Meet the Standard	Example of Performance	Assessment Procedure
6. The teacher knows and understands how trade agreements affect international trade and economic and social conditions.	ECON 120: Principles of Microeconomics <i>or</i> ECON 520: Intermediate Microeconomics <i>or</i> ECON 536: Comparative Economics <i>or</i> ECON 681: International Trade ECON 110: Principles of Macroeconomics <i>and</i> ECON 120 or 520: Principles of Microeconomics or Intermediate Microeconomics	Essay Tests	Essay Tests
7. The teacher knows how the demand and supply of labor is influenced by productivity, education, skills, and training.	ECON 110: Principles of Macroeconomics <i>and</i> ECON 120 or 520: Principles of Microeconomics or Intermediate Microeconomics	Essay Tests	Essay Tests

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Example of Performance

Assessment Procedure

Standard #6 The teacher of comprehensive history has knowledge and understanding of major economic concepts, issues, and systems in the United States and other nations.

PERFORMANCE

<p>1. The teacher is able to design and implement lessons that apply the concepts of supply and demand to make a decision.</p>	<p>ECON 110 or 681: Principles of Macroeconomics or International Trade <i>and</i> ECON 120, 520, or 536: Principles of Microeconomics, Intermediate Microeconomics, or Comparative Economics</p>	<p>Essay Tests</p>	<p>Essay Tests</p>
<p>2. The teacher is able to design and implement lessons that provide examples of absolute and comparative advantage between nations.</p>	<p>ECON 110 or 681: Principles of Macroeconomics or International Trade <i>and</i> ECON 120, 520, or 536: Principles of Microeconomics, Intermediate Microeconomics, or Comparative Economics</p>	<p>Essay Tests</p>	<p>Essay Tests</p>
<p>3. The teacher is able to design and implement lessons that outline the flow of resources in the national economy.</p>	<p>ECON 110 or 681: Principles of Macroeconomics or International Trade <i>and</i> ECON 120, 520, or 536: Principles of Microeconomics, Intermediate Microeconomics, or Comparative Economics</p>	<p>Essay Tests</p>	<p>Essay Tests</p>

Performance-Based
Teaching Standard

Course or Field Experience
Designed to Meet the Standard

Example of Performance

Assessment Procedure

Standard #7 The teacher of comprehensive history has knowledge and understanding of the spatial organizations of the earth's surface and the relationships among people, places, and physical and human environments.

KNOWLEDGE

1. The teacher knows and understands the use of maps and graphic representations to locate, use, and present information about people, places, and environments.	GEOG 200: Human Geography <i>or</i> GEOG 220: Environmental Geography I	Tests and Lab Exercises	Scoring Rubrics and written comments
2. The teacher knows and understands the spatial organization of people, places, and environments that form regions of Earth's surface.	GEOG 100: World Regional Geography	Tests and Lab Exercises	Scoring Rubrics and written comments
3. The teacher knows and understands the Earth's physical system and how physical processes shape Earth's surface.	Geog 200: Human Geography <i>or</i> GEOG 220: Environmental Geography I	Tests and Lab Exercises	Scoring Rubrics and written comments
4. The teacher understands the factors that contribute to human and physical changes in regions.	GEOG 200: Human Geography <i>or</i> GEOG 220: Environmental Geography I <i>or</i> ANTH 200, 204 or 210: Intro to Cultural Anthropology	Essay Tests	Essay Tests
5. The teacher knows and understands how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.	GEOG 100: World Regional Geography <i>or</i> GEOG 200: Human Geography <i>or</i> ANTH 200, 204 or 210: Intro to Cultural Anthropology	Essay Tests	Essay Tests
6. The teacher understands renewable and nonrenewable resources and their pattern of distribution.	GEOG 200: Human Geography <i>or</i> GEOG 440: Geography of Natural Resources	Essay Tests	Essay Tests
7. The teacher understands the effects of interactions between human and physical systems.	GEOG 200: Human Geography <i>or</i> ANTH 200, 204 or 210: Intro to Cultural Anthropology	Essay Tests	Essay Tests

<u>Performance-Based Teaching Standard</u>	<u>Course or Field Experience Designed to Meet the Standard</u>	<u>Example of Performance</u>	<u>Assessment Procedure</u>
8. The teacher understands the primary geographic causes for world trade and economic interdependence.	Geog 100: World Regional Geography	Essay Tests	Essay Tests

Performance-Based
Teaching Standard

Course or Field Experience
Designed to Meet the Standard

Example of Performance

Assessment Procedure

Standard #7 The teacher of comprehensive history has knowledge and understanding of the spatial organizations of the earth's surface and the relationships among people, places, and physical and human environments.

PERFORMANCE

1. The teacher is able to design and implement lessons that utilize maps and graphic representations to locate and present information about people, places, and environment.	Blocks II and III of Secondary Education <i>and</i> GEOG 220: Environmental Geog I	Essay Tests	Essay Tests
2. The teacher is able to design and implement lessons that utilize geographic tools and technology to interpret and justify spatial organization.	Blocks II and III of Secondary Education <i>and</i> GEOG 220: Environmental Geog I	Essay Tests	Essay Tests
3. The teacher is able to design and implement lessons that concentrate upon regions to analyze past and present geographical issues to answer geographical issues.	Blocks II and III of Secondary Education <i>and</i> GEOG 100: World Regional Geography	Essay Tests	Essay Tests

Standard #8 The teacher of comprehensive history has knowledge and understanding of social systems and interactions.

KNOWLEDGE

1. The teacher understands the nature of culture as an integrated whole which adapts to environmental or social change.	ANTH 200, 204 or 210: Intro to Cultural Anthropology <i>or</i> SOCIO 211 or 214: Intro to Sociology	Essay Tests	Essay Tests
2. The teacher knows and understands how societies establish and maintain order.	ANTH 200, 204 or 210: Intro to Cultural Anthropology <i>or</i> SOCIO 211 or 214: Intro to Sociology <i>or</i> SOCIO 440: Social Organizations	Essay Tests	Essay Tests
3. The teacher knows and understands the relationship among individuals, groups, and institutions.	ANTH 200, 204 or 210: Intro to Cultural Anthropology <i>or</i> SOCIO 211 or 214: Intro to Sociology <i>Or</i> SOCIO 440: Social Organizations	Essay Tests	Essay Tests
4. The teacher understands how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.	ANTH 200, 204 or 210: Intro to Cultural Anthropology <i>or</i> SOCIO 211 or 214: Intro to Sociology	Essay Tests	Essay Tests
5. The teacher understands the various forms institutions take, and explains how they develop and change over time.	SOCIO 211 or 214: Intro to Sociology <i>or</i> SOCIO 440: Social Organizations	Essay Tests	Essay Tests

Performance-Based
Teaching Standard

Course or Field Experience
Designed to Meet the Standard

Example of Performance

Assessment Procedure

Standard #8. The teacher of comprehensive history has knowledge and understanding of social systems and interactions.

PERFORMANCE

1. The teacher is able to design and implement lessons that compare and analyze societal patterns for preserving and transmitting culture.	Blocks II and III of Secondary Education <i>and</i> ANTH 200, 204 or 210: Intro to Cultural Anthropology	Essay Tests	Essay Tests
2. The teacher is able to design and implement lessons that apply ideas, theories, and modes of inquiry drawn upon from anthropology and sociology in the examination of persistent issues and social problems.	Blocks II and III of Secondary Education <i>and</i> ANTH 200, 204 or 210: Intro to Cultural Anthropology <i>or</i> SOCIO 211 or 214: Intro to Sociology <i>or</i> SOCIO 360: Social Problems	Essay Tests	Essay Tests
3. The teacher is able to design and implement lessons that analyze the interactions of ethnic and cultural influences in specific institutions or events.	Blocks II and III of Secondary Education <i>and</i> ANTH 200, 204 or 210: Intro to Cultural Anthropology <i>or</i> SOCIO 211 or 214: Intro to Sociology <i>or</i> SOCIO 570: Race and Ethnic Relations in the U.S.A.	Essay Tests	Essay Tests
4. The teacher is able to design and implement lessons that demonstrate how cultural differences can affect communication, discussion, decision-making and problem solving.	Blocks II and III of Secondary Education <i>and</i> ANTH 200, 204 or 210: Intro to Cultural Anthropology <i>or</i> SOCIO 211 or 214: Intro to Sociology	Essay Tests	Essay Tests

<u>Performance-Based Teaching Standard</u>	<u>Course or Field Experience Designed to Meet the Standard</u>	<u>Example of Performance</u>	<u>Assessment Procedure</u>
5. The teacher is able to design and implement lessons that apply the principles of society to interpret the past and present and plan for the future.	Blocks II and III of Secondary Education <i>and</i> ANTH 200, 204 or 210: Intro to Cultural Anthropology <i>or</i> SOCIO 211 or 214: Intro to Sociology	Essay Tests	Essay Tests