Principle Statement | Meets Principle | Developing Principle | Unacceptable
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Principle 1: Social studies teaching and learning are powerful when they are meaningful – that is:  
• Students learn connected networks of knowledge, skills, beliefs, and attitudes that they will find useful both in and outside of school.  
• Instruction emphasizes depth of development of important ideas within appropriate breadth of topic coverage and focuses on teaching these important ideas for understanding, appreciation, and life application.  
• The significance and meaningfulness of the content is emphasized both in how it is presented to students and how it is developed through activities.  
• Classroom interaction focuses on sustained examination of a few important topics rather than superficial coverage of many.  
• Meaningful learning activities and assessment strategies focus students’ attention on the most important ideas embedded in what they are learning.  
• The candidate is reflective in planning, implementing, and assessing instruction; and the institution values reflection as demonstrated in its practices and policies.

developed Thematic Unit plans that provided strong evidence that the plans should allow for powerful teaching and learning because the plans were meaningful in that they fully included each of the six components of Principle 1.  
above level 1, but below level 2.  
developed Thematic Unit plans that provided evidence that the plans should allow for somewhat effective teaching and learning, because the plans were only somewhat meaningful due to the inclusion of only three of the six components of Principle 1.  
above level 0, but below level 1.  
failed to develop Thematic Unit plans that should allow for powerful teaching and learning because the plans were not meaningful in that they did not include any of the six components of Principle 1.
**Principle 2: Social studies teaching and learning are powerful when they are integrative** - that is:

- *Social studies subject matter is taught topically across disciplines.*
- *The subject matter cuts across time and space.*
- *The instruction interconnects knowledge, skills, beliefs, values, and attitudes with effective social/political action.*
- *The teaching makes effective use of technology.*
- *Social studies teaching and learning are connected to other subjects.*

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
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<tbody>
<tr>
<td>developed Thematic Unit plans that provided strong evidence that the plans should allow for powerful teaching and learning, because the plans were integrative in that they fully included each of the five components of Principle 2</td>
<td>above level 1, but below level 2</td>
<td>developed Thematic Unit plans that provided evidence that the plans should allow for somewhat effective teaching and learning, because the plans were only somewhat integrative due to the inclusion of only three of the five components of Principle 2</td>
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<tr>
<td>above level 0, but below level 1</td>
<td>failed to develop Thematic Unit plans that should allow for powerful teaching and learning because the plans were not integrative in that they did not include any of the five components of Principle 2</td>
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**Principle 3: Social studies teaching and learning are powerful when they are values-based** — that is:

- Social studies candidates guide students to consider the ethical dimensions of topics and address controversial issues, providing an arena for reflective development of concern for the common good and application of social values.
- Students are made aware of potential social policy implications and taught to think critically and make value-based decisions about related social issues.
- Rather than promulgating personal, sectarian, or political views, candidates make sure that students: (a) become aware of the values, complexities, and dilemmas involved in an issue; (b) consider the costs and benefits to various individuals and groups that are embedded in potential courses of action; and (c) develop well-reasoned positions consistent with basic democratic social and political values.
- Candidates encourage recognition of opposing points of view, respect for well-supported positions, sensitivity to cultural similarities and differences, and a commitment to social responsibility.

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<tr>
<td>above level 1, but below level 2</td>
<td>developed Thematic Unit plans that provided strong evidence that the plans should allow for powerful teaching and learning because the plans were values-based in that they fully included each of the four components of Principle 3</td>
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<td>above level 0, but below level 1</td>
<td>developed Thematic Unit plans that provided evidence that the plans should allow for somewhat effective teaching and learning, because the plans were only somewhat values-based due to the inclusion of only two of the four components of Principle 3</td>
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<tr>
<td>failed to develop Thematic Unit plans that should allow for powerful teaching and learning because the plans were not values-based in that they did not include any of the four components of Principle 3</td>
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**Principle 4: Social studies teaching and learning are powerful when they are challenging** – that is:

- Students are expected to strive to accomplish the instructional goals, both as individuals and group members.
- Candidates model seriousness of purpose and a thoughtful approach to inquiry, and use instructional strategies designed to elicit and support similar qualities from students.
- Candidates show interest in and respect for students’ thinking and demand well-reasoned arguments rather than opinions voiced without adequate thought or commitment.

| Developed Thematic Unit plans that provided strong evidence that the plans should allow for powerful teaching and learning because the plans were challenging | above level 1, but below level 2 | Developed Thematic Unit plans that provided evidence that the plans should allow for somewhat effective teaching and learning, because the plans were only somewhat challenging due to the inclusion of only two of the three components of Principle 4 | above level 0, but below level 1 | Failed to develop Thematic Unit plans that should allow for powerful teaching and learning because the plans were not challenging in that they did not include any of the three components of Principle 4 |
Principle 5: Social studies teaching and learning are powerful when the learning is active – that is:
- Candidates and students engage in reflective thinking and decision-making as events unfold during instruction.
- Students develop new understanding through a process of active construction of knowledge.
- Interactive discourse facilitates the construction of meaning required to develop important social understanding.
- Candidates gradually move from providing considerable guidance by modeling, explaining, or supplying information that builds student knowledge, to a less directive role that encourages students to become independent and self-regulated learners. Candidates emphasize authentic activities that call for real-life applications using the skills and content of the field.

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<tr>
<td>developed Thematic Unit plans that provided strong evidence that the plans should allow for powerful teaching and learning because the plans called for learning to be active in that they fully included each of the four components of Principle 5</td>
<td>above level 1, but below level 2</td>
<td>developed Thematic Unit plans that provided evidence that the plans should allow for somewhat effective teaching and learning, because the plans called for learning to be only somewhat active due to the inclusion of only two of the four components of Principle 5</td>
<td>above level 0, but below level 1</td>
<td>failed to develop Thematic Unit plans that should allow for powerful teaching and learning because the plans did not call for learning to be active in that they did not include any of the four components of Principle 5</td>
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