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The beginning (pre-service) elementary education teacher will demonstrate knowledge of and/or competency in the following **Social Studies** areas of study:

<p>1. Social Studies as a Field of Study ACEI: 1, 2, 2d, 8; NCSS: not overtly present; PRAXIS II: (0011: 0011 IV 6); (0014: not overtly present)</p>	<p>1.1 understands the definitions and purposes of social studies (including history, geography, economics, political science, anthropology, psychology, and sociology)</p> <p>1.2 understands the themes, concepts drawn from social studies:</p> <ul style="list-style-type: none"> • culture and cultural diversity; time, continuity and change; • people, places, environment; • individual development and identity; • individuals, groups, institutions; • power, governance, and authority; • production, distribution and consumption; • the interaction between science, technology and society; • global connections; • civic ideals and practices <p>1.3 understands how to integrate knowledge across the social studies, and between the social studies and other disciplines (e.g., science, fine arts, language, mathematics)</p>
<p>2. Principles Expressed in Documents Shaping Constitutional Democracy in the United States ACEI: 4, 5, 12; NCSS: 1.10.1, 1.10.2, 1.10.8, 1.10.3, 1.10.4, 1.10.5, 1.10.6, 1.10.7, 1.10.9; SS¹; PRAXIS II: (001100: 11 IV 3); (0014: IV C, IV D, IV E)</p>	<p>2.1 understands basic U.S. government documents and recognizes how they attempt to balance the needs of the individual and the group</p> <p>2.2 understands civic ideals and democratic principles implicit in basic documents (human dignity and individual rights, justice, general welfare, freedom, equality, rule of law, etc.)</p> <p>2.3 understands how democratic ideals connect to historical and current situations</p> <p>2.5: understand the use of democratic ideas in history and today</p> <p>2.6 knows a range of diverse, developmentally appropriate primary sources, literature, and other media (local, national and international) to illustrate and explore citizenship in other times and places</p>
<p>3. Continuity and Change in the History of Missouri, the United States, and the World ACEI: 6; NCSS: 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6, 2.1.1, 2.1.2; SS²; PRAXIS II: (0011: not overtly present); (0014: IIA, IIB, IIC, IID, IIE, IIF, IIG, IIIA, IIIB, IIIC, IIID)</p>	<p>3.1 knows history, how past and present interact, and key historical concepts, including time, chronology, cause and effect, change, conflict, point of view</p> <p>3.2 understands major historical periods, people, events, developments, and documents</p> <p>3.4 understands how and why individuals (including historians) may hold and espouse different views about the past</p> <p>3.5 understands the linkages between human decisions and consequences</p>

¹ Show Me Standards coding: G ‘ Show Me Goal; SS ‘ Show Me Social Studies

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<p>4. Principles and Processes of Governance Systems ACEI: 8, 9; NCSS: 1.6.1, 1.6.2, 1.6.3, 1.6.4, 1.6.5, 1.6.6, 1.6.7, 1.9.5, 1.9.7, 1.9.8, 2.3.1, 2.3.2, 2.3.3, 2.3.4, 2.3.5, 2.3.6, 2.3.7; SS3; PRAXIS II: (0011: 0011 IV 3); (0014: IVA, IVB)</p>	<p>4.1 understands different types of government and institutional systems, including those of the United States, and how those systems interact 4.2 understands the role and impact of citizen participation in civil society and in the political arena 4.3 recognizes learners' developing sense of fairness and order, and uses this sense as a entry point into examining and analyzing rights and responsibilities, rules, types of authority, and governmental structures of their schools and communities.</p>
<p>5. Economic Concepts and Principles ACEI: 8; NCSS: 1.7.1, 1.7.2, 1.7.3, 1.7.4, 1.7.5, 1.7.6, 1.7.7, 1.7.8, 1.7.9, 2.4.1, 2.4.2, 2.4.3, 2.4.4, 2.4.5, 2.4.6, 2.4.7, 2.4.8, 2.4.9, 2.4.10, 2.4.11, 2.4.12, 2.4.13, 2.4.14, 2.4.15, 2.4.16, 2.4.17, 2.4.18, 2.4.19; SS4; PRAXIS II: (0011: 0011 IV 4); (0014: VIA, VIB, VIC)</p>	<p>5.1 understands economic systems and basic economic concepts (scarcity, opportunity cost, trade-offs, supply, demand, etc.) 5.2 understands the difference between wants and needs, and can create opportunities for elementary learners to develop such an understanding 5.3 understands the why and how one may compare personal economic experiences with those of others and consider the wider consequences of those decisions on groups, communities, the nation, and beyond 5.4 understands the roles governments play in economic systems (production of public goods, taxation, regulations, etc.) and their impacts on economic systems</p>
<p>6. The Major Elements of Geographical Study and Analysis ACEI: 7; NCSS: 1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.3.6, 1.3.7, 1.3.8, 1.3.9, 1.3.10, 1.8.2, 1.9.3, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5, 2.2.6, 2.2.7, 2.2.8, 2.2.9, 2.2.10, 2.2.11, 2.2.12, 2.2.13, 2.2.14, 2.2.15; SS5; PRAXIS II: (0011: 0011 IV 6); (0014: IA, IB, IC, ID)</p>	<p>6.1 understands geographic representations, tools, and resources (maps, atlases, aerial photographs, globes, etc.), their application and use 6.2 understands locales, regions, nations, and the world relative to place, location, direction, size, and shape 6.3 understands the interaction between physical geography and culture, history, politics, and economics 6.4 understands the relationships between human systems and the environment and can use learners' immediate personal experiences to have them reflect upon elements in their environment and how we use and think about the physical and built environment. 6.5 recognizes and understands how individuals and groups are affected by events on a global scale, and can build on learners' first-hand experiences and those presented to them through the media to help them to understand this interaction</p>
<p>7. Relationships of Individuals and Groups to Institutions and Cultural Traditions ACEI: 9, 10; NCSS: 1.1.1, 1.1.3, 1.1.4, 1.1.5, 1.1.6, 1.1.7, 1.1.8, 1.4 .1, 1.4.2, 1.4 .3, 1.4 .4, 1.4.5, 1.4 .6, 1.4 .7, 1.4.8, 1.4 .9, 1.5.1, 1.5.2, 1.5.3, 1.5.4, 1.5.5, 1.5.6, 1.5.7, 1.8.1, 1.8.3, 1.8.4, 1.8.5, 1.9.1, 1.9.2,</p>	<p>7.1 understands critical information, ideas, and concepts common across societies, social institutions, cultures, and cultural perspectives (e.g., culture, mores, stereotypes, socialization, etc.) 7.2 comprehends cultural universals, and then uses them to analyze his or her own and other cultures 7.3 understands the similarity of basic human needs and the diverse ways individuals, groups, societies, and cultures meet those needs 7.4 understands interactions among diverse individuals, groups, institutions, and cultures 7.5 understands how diverse individuals, groups, institutions, and cultures change over time 7.6 understands the tensions that occur when the goals, values, and principles</p>

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The beginning (pre-service) elementary education teacher will demonstrate knowledge of and/or competency in the following **Social Studies** areas of study:

<p>2.5.1, 2.5.2, 2.5.3, 2.5.4, 2.5.5, 2.5.6, 2.5.7, 2.5.8, 2.5.9; SS6; PRAXIS II: (0011: 0011 IV 1, 0011 IV 2) (0014: VA, VB, VC)</p>	<p>of two or more institutions or groups conflict</p>
<p>8. Social Science Tools and Inquiry ACEI: 11, 12, 13, 14, 15; NCSS: 1.5.8, 1.8.6, 1.9.4, 1.9.6, 2.1.3, 2.1.4, 2.1.6, 2.1.7, 2.2.17, 2.2.16, 2.5.12, 2.5.11, 2.5.10; SS7; PRAXIS II: (0011: 0011 IV 5) (0014: not overtly present)</p>	<p>8.1 understands various methods of inquiry in the social sciences (naturalistic, historical, experimental, etc.) 8.3 understands data sources and collection techniques (artifacts and historical places; field research; primary and secondary sources; interviews, surveys, and polling; geographic representations; case studies; statistics; observations; charts, graphs, and tables; and multimedia/electronic resources; etc.) 8.4 understands how to interpret, classify, analyze, and evaluate data.</p>