

MoSTEP 1.2.1.1: Selected Middle School (5-9) Social Studies Education Competencies
For: Mild/Moderate Cross-Categorical Special Educators
Approved by MSBE: August 2008

The beginning (pre-service) Mild/Moderate, Cross-Categorical Special Education teacher who chooses social studies as an area of emphasis will (also) demonstrate knowledge of and/or competency in the following areas of study:

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| <p>1 Social Studies as a Field of Study (1997 SSC: 1.1-2; NCSS: Themes 1.1 through 1.10; Discipline-Specific Standards 2.1-2.5; PRAXIS II: 0089: no overt alignment; Mo 5-8 SS GLE no overt alignment)</p> | <p>1.1 the definitions and purposes of social studies (including history, geography, economics, political science, anthropology, psychology, and sociology). 1.3 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 (1997 SSC: 2.1-4; 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, 2.1, 2.3; G 4_i; SS1; PRAXIS II: 0089:II; Mo 5-8 SS GLE 1)</p> | <p>2.1 basic U.S. government documents (including but not limited to those listed in the <i>Show-Me Curriculum Frameworks, Standard 1</i> and the <i>5-8 Grade-Level Expectations</i>), their origins, evolution, and changing interpretations, and how they attempt to balance the needs of the individual and the group. 2.2 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>3 Continuity and Change in the History of Missouri, the United States, and the World (1997 SSC: 3.1-5; NCSS: 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6, 1.5.2, 1.5.3, 1.5.7, 2.1.1, 2.1.2; SS2; PRAXIS II: 0089: I, II; Mo 5-8 SS GLE 2)</p> | <p>3.2 historical periods, people, events, developments, and documents (including but not limited to a) the migrations, interactions, and cultures of people from many regions of the world; b) the development and evolution of democracy around the world, especially the American democracy; c) the evolution of the world economy, including the development and growth of the American economy; d) the evolution of U.S. domestic and foreign policies; e) changes in world politics and cultures, including reform movements and civil unrest and others listed in the <i>Show-Me Curriculum Frameworks</i> and <i>5-8 Grade-level Expectations</i>) and how the past shapes the present. 3.3 how and why individuals (including historians) may view, interpret, and report on the past from very different perspectives.</p> |
| <p>4 Principles and Processes of Governance Systems (1997 SSC: 4.1-5; NCSS: 1.6.1, 1.6.2, 1.6.3, 1.6.4, 1.6.5, 1.6.6, 1.6.7, 1.10.1, 1.10.2, 1.10.3, 1.10.4, 1.10.5, 1.10.6, 1.10.7, 1.10.8, 1.10.9, 2.3.1, 2.3.2, 2.3.3, 2.3.4, 2.3.5, 2.3.6, 2.3.7; SS3; PRAXIS II: 0089: III; Mo 5-8 SS GLE 3)</p> | <p>4.2 the effects of political theories and philosophies (including but not limited to those listed in the <i>Show-Me Curriculum Frameworks</i> and <i>5-8 Grade-Level Expectations</i>).</p> |

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| <p>5 Economic Concepts and Principles (1997 SSC: 5.1-6; 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: 0089: V; Mo 5-8 SS GLE 4)</p> | <p>5.1 economic systems (e.g., traditional, market, command, and mixed, etc.) and basic economic concepts (e.g., scarcity, opportunity cost, trade-offs, supply, demand, etc.). 5.2 economic choices and processes for making rational economic decisions (e.g., saving, purchasing, investing, etc.).</p> |
| <p>6 The Major Elements of Geographical Study and Analysis (1997 SSC: 6.1-4; 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, 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: 0089: IV; Mo 5-8 SS GLE 5)</p> | <p>6.1 application and use of geographic representations, tools, and resources (maps, atlases, aerial photographs, globes, etc.). 6.3 the interaction between physical geography and culture, history, politics, and economics.</p> |
| <p>7 Relationships of Individuals and Groups to Institutions and Cultural Traditions (1997 SSC: 7.1-5; 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, 2.5.1, 2.5.2, 2.5.3,</p> | <p>7.3 the similarity of basic human needs and the diverse ways individuals, groups, societies, and cultures meet those needs.</p> |
| <p>8 Social Science Tools and Inquiry (1997 SSC: 8.1-5; NCSS: 1.5.8 (and others), 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; G 1 & 2; SS7; PRAXIS II: 0089: no overt alignment; Mo 5-8 SS GLE 7)</p> | <p>8.3 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.).</p> |