**Transcript Review Worksheet**

**5440-19 Middle Grades**

The holder is authorized to teach one or more of the following content areas – English Language Arts, Mathematics, Science, or Social Studies – in grades 5-9, as specified on the endorsement.

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Educator ID#: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

[ ]  **Add Endorsement** [ ]  **Course Audit**

Please note that the transcript review worksheets indicate only the endorsement competencies that must be met. There may be additional jurisdictional requirements.

For a full list of requirements, please consult the [Rules Governing the Licensing of Educators](https://education.vermont.gov/documents/educator-quality-licensing-rules)

**Instructions for completing this worksheet**

1. **If you currently hold a secondary license in the content area for which you are applying for a Middle Grades endorsement, complete SECTION I only.**
2. **If you currently hold at least one middle grades sub-endorsement, complete the appropriate SECTION II that corresponds with the sub-endorsement area sought.**
3. **Complete the Praxis requirement.**

**SECTION I: MIDDLE GRADES GENERAL REQUIREMENTS**

**Individuals who already hold a Middle Grades endorsement in another content area need not complete this section**.

| **GENERAL REQUIREMENTS****Content Topic** | **College/****University** | **Course****Name/Number** |
| --- | --- | --- |
| 1. Young Adolescent Growth and Development  |  |  |
| 1.1. Growth and Development Middle grades teachers demonstrate a comprehensive knowledge of the cognitive, physical, social, emotional, and moral characteristics, needs, and interests of young adolescents to create healthy, respectful, supportive, and challenging learning environments for all. |  |  |
| 1.2. Diversity Middle grades teachers employ middle grades practices that celebrate and are responsive to young adolescents’ local, national, and international histories, language/dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition). |  |  |
| 2. Curriculum 2.1. Student Learning Standards: Middle grades teachers use their knowledge of student learning standards to design, implement, and evaluate developmentally responsive, meaningful, and challenging curricula for every learner. |  |  |
| 2.2. Integrated Nature of Knowledge: 2.2.1. Middle grades teachers help learners make connections among content, ideas, interests, and experiences by developing and implementing relevant, challenging, integrative, and innovative curricula.  |  |  |
| 2.2.2. Middle grades teachers create learning opportunities within and across their disciplinary fields that enhance students’ transferable skills.  |  |  |
| 2.2.3. Middle grades teachers integrate student voice into learning while strengthening students’ informational, critical, technological, quantitative, multicultural, and media literacies.  |  |  |
| 3. Philosophy and School Organization 3.1. Middle grades teachers understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle grades programs and schools.  |  |  |
| 3.2. Middle grades teachers create and support democratic classrooms in which student voice and student-centered pedagogy empower students with agency and choice in their learning.  |  |  |
| 3.3. Middle grades teacher effectively employ practices such as interdisciplinary teaming, advisory programs, flexible grouping, flexible block schedules, personalized schedules, and common teacher planning time.  |  |  |
| 3.4. Middle grades teachers implement the elements of a middle grades philosophy regardless of grade configuration of the building.  |  |  |
| 3.5. Middle grades teachers understand the differential needs of students, including familiarity with and access to technology.  |  |  |
| 4. Instruction and Assessment 4.1. Instructional Strategies 4.1.1. Middle grades teachers engage students in challenging proficiency-based instruction that is personalized to be flexible, differentiated, ongoing, and targeted towards the specific needs of every student. |  |  |
| 4.1.2. Middle grades teachers use instructional strategies and technologies to help students identify, explore, and promote local and global issues of personal significance in order to engage students in their learning.  |  |  |
| 4.1.3. Middle grades teachers emphasize critical thinking, problem solving, evaluation of information, and organizational skills in addition to disciplinary content.  |  |  |
| 4.2. Assessment and Data-informed Instruction 4.2.1. Middle grades teachers collaborate with each other and with students to define proficiency and determine progress toward achieving it.  |  |  |
| 4.2.2. Middle grades teachers measure students’ prior learning through a comprehensive and balanced-assessment system and adjust instruction and help students design their personalized learning plans. |  |  |
| 4.3. Engagement 4.3.1. Middle grades teachers demonstrate their ability to motivate and engage all students and facilitate their learning through the establishment of equitable, caring, and productive learning environments and developmentally responsive materials and resources (e.g., technology, manipulative materials, contemporary media, personalized learning plans).  |  |  |
| 4.3.2. Middle grades teachers adopt a student-centered pedagogy that includes anytime, anywhere learning and provides multiple pathways for students to demonstrate proficiency including portfolios, performances, exhibitions, and projects |  |  |
| 5. Professional Roles Advocacy and Developmentally Responsive Practices - Middle grades teachers advocate for developmentally responsive schooling practices and policies for every student. |  |  |
| 5.1. Family Engagement 5.1.1. Middle grades teachers understand and value the ways diverse family structures and cultural backgrounds influence and enrich learning.  |  |  |
| 5.1.2. Middle grades teachers communicate and collaborate with all family members to build positive, collaborative relationships with families from diverse cultures and backgrounds.  |  |  |
| 5.1.3. Middle grades teachers employ technology so that teachers and families can enhance communication, collaboration, decision-making, and the ability of students to work at home.  |  |  |
| 5.1.4. Middle grades teachers understand that access to and familiarity with technology differ widely for families. |  |  |
| 5.1.5. Middle grades teachers help families understand the systems used to support personalized learning (*e.g.*, learning management systems, personalized learning plans, portfolios). |  |  |
| 5.2. Community Involvement - Middle grades teachers partner with the local and global community to bring the community into the classroom and the classroom into the community. |  |  |
| 5.3. Dispositions and Professional Behaviors 5.3.1. Middle grades teachers model high standards of ethical behavior and professional competence.  |  |  |
| 5.3.2. Middle grades teachers are continuous, collaborative learners who demonstrate knowledgeable, reflective, critical perspectives on their practice. |  |  |
| 6. A minimum of a practicum, or the equivalent, at the middle grades level (5-9) in science, social studies, math, or English. |  |  |

**Section II: SPECIFIC SUB-ENDORSEMENT REQUIREMENTS:**

In order to qualify for the Middle Grades endorsement, you must address the requirements for at least **one** of the four sub-endorsement/minor areas listed on the following pages.

**If you currently hold the secondary endorsement in the content area, you do need not complete this section**.

Please note that you may teach only the sub-endorsement/minor area(s) specified on your license.

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**For the Sub-Endorsement of English Language Arts:**

| **ENGLISH LANGUAGE ARTS****Content Topic**  | **College/****University** | **Course****Name/Number** |
| --- | --- | --- |
| 1. **Knowledge Standards** – English Language Arts: Demonstrates knowledge of research-based principles and processes underlying literacy development, and the components of effective literacy instruction, as delineated in current national professional standards and reflected in *Vermont’s Framework of Standards and Learning Opportunities*. Specifically, the educator understands and/or knows: |  |  |
| 1.1. Development of Oral Language and Literacy – Processes, principles, and dimensions of oral language acquisition; the relationship between oral language development and literacy development; the impact of physical, emotional, and cultural factors on language development and acquisition of reading and writing; role of metacognition in language and literacy development; the elements of effective verbal and non-verbal communication  |  |  |
| 1.2. Literature and Media – A wide variety of quality, age-appropriate literature and non-print media (i.e., film, video) across genres, eras, cultures, and subcultures; literary elements and strategies for textual analysis  |  |  |
| 1.3. Language and Word Study – The purposes of language and approaches to analyzing language; etymology of the English language; the pronunciation of English phonemes and their graphemes; the developmental progression of phonological awareness; vocabulary development and its relationship to literacy acquisition; the developmental stages of spelling and morphological analysis  |  |  |
| 1.4. Reading Comprehension and Fluency – Reading as the process of constructing meaning from text; the components of fluency; factors that influence comprehension and fluency; typical elements and features of narrative and expository texts, and how readers' awareness of these features supports comprehension; cognitive strategies and instructional approaches for supporting comprehension and fluency  |  |  |
| 2. Written Expression – The composing processes that writers use, and planning strategies most appropriate for particular kinds of writing; dimensions of quality writing and types of writing; the conventions of written English; uses of writing portfolios and benchmarks and standards for various age/grade levels  |  |  |
| 3. Assessment and Adaptation of Literacy Instruction – The importance of individualizing the literacy program to address the needs and strengths of learners; a variety of valid and efficient language arts assessments appropriate for different purposes; the observable characteristics of a variety of reading and writing difficulties; strategies for modifying literacy instruction to support the needs of individual learners, including English Language Learners (ELLs)  |  |  |
| 4. **Performance Standards** – English Language Arts: Implements a language arts curriculum that fosters interest and growth in all aspects of oral and written literacy in order to provide students with the communication skills necessary to understand and influence their own lives and to learn about the world. Specifically, the educator: |  |  |
| 4.1. Literacy Development through Literature and Media 4.1.1. Uses a wide variety of fiction and non-fiction textual materials, including some of students’ own selection, to increase students’ motivation to read independently for information, pleasure and personal growth  |  |  |
| 4.1.2. Selects and reads quality literature aloud and applies tools of literary analysis to the facilitation of discussions of central themes and ideas within literature and non-print media  |  |  |
| 4.1.3. Uses active instructional strategies to promote various dimensions of oral language development, and to facilitate critical analysis and interpretation  |  |  |
| 4.1.4. Teaches students to distinguish between fact, opinion, and interpretation, and how to analyze and judge the credibility of print and non-print communications  |  |  |
| 4.1.5. Models, fosters, and teaches active listening in order to enable thoughtful, equitable, and respectful classroom discourse  |  |  |
| 4.1.6. Implements strategies to include parents as partners in the literacy development of their children  |  |  |
| 4.1.7. Models and teaches the elements of effective verbal and non-verbal communication |  |  |
| 5. Language and Word Study 5.1. Teaches students to use syntactic, semantic, and graphophonemic cues to identify and spell words  |  |  |
| 5.2. Employs effective instructional strategies for the development of a broad, independent vocabulary  |  |  |
| 6. Reading Comprehension and Fluency 6.1. Provides explicit instruction in how to flexibly use pre-, during, and post-reading cognitive strategies to understand, analyze, and interpret a variety of types of texts  |  |  |
| 6.2. Employs a range of instructional approaches to support comprehension across the content areas  |  |  |
| 6.3. Uses instructional strategies to build or strengthen fluency |  |  |
| 7. Written Expression 7.1. Organizes and implements a writing portfolio program that promotes high-quality writing by including a variety of instructional strategies and topics to teach purposes, structures, and composition  |  |  |
| 7.2. Uses required writing rubrics and benchmarks for assessing student writing, and teaches students to use these to analyze their own writing  |  |  |
| 7.3. Models and teaches appropriate grammar, usage, and mechanics  |  |  |
| 8. Assessment and Adaptation of Literacy Instruction 8.1. Uses a variety of valid assessment strategies to regularly evaluate students’ progress in all of the individual dimensions of literacy development  |  |  |
| 8.2. Uses the results of literacy assessments to adjust and/or target instruction, to flexibly group students, when needed, and to appropriately match students with reading material  |  |  |
| 9. A minor in English or Comparative Literature, or the equivalent in undergraduate and/or graduate coursework.  |  |  |
| 10. REQUIRED TESTING Praxis II Subject Assessment: Middle Grades English - Test Code 5047. Also accepted for MG English testing - Praxis II Subject Assessment in English – Test Code 5039. |  |  |

**For the Sub-Endorsement of Mathematics:**

| **MATHEMATICS****Content Topic** | **College/****University** | **Course****Name/Number** |
| --- | --- | --- |
| 1. Content Knowledge-Effective teachers of middle grades mathematics know, understand, teach and communicate their mathematical knowledge with the breadth of understanding that reflects proficiency within and among the mathematical domains (Number, Algebra, Geometry, Trigonometry, Statistics, Probability, and Calculus) as outlined in the *NCTM NCATE Mathematics Content for Middle Grades*. |  |  |
| 2. Mathematical Practices-Effective teachers of middle grades mathematics:2.1. Demonstrate proficiency in using problem-solving as a vehicle for understanding mathematics by:2.1.1. Developing conceptual understanding of mathematical concepts through problem-solving |  |  |
| 2.1.2. Making sense of a wide variety of problems and persevere in solving them  |  |  |
| 2.1.3. Applying various strategies to solve problems arising in mathematics and other contexts |  |  |
| 2.1.4. Formulating and testing conjectures to generalize mathematical phenomena |  |  |
| 2.2. Demonstrate proficiency in processes for doing mathematics by:2.2.1. Reasoning abstractly, reflectively, and quantitatively with attention to units |  |  |
| 2.2.2. Constructing and critiquing viable arguments and proofs |  |  |
| 2.2.3. Representing and modeling generalizations using mathematics |  |  |
| 2.2.4. Recognizing structure and expressing regularity in patterns of mathematical reasoning |  |  |
| 2.2.5. Using multiple representations to model and describe mathematics |  |  |
| 2.2.6. Organizing mathematical thinking and communicating ideas through appropriate mathematical vocabulary and symbols for multiple audiences |  |  |
| 2.2.7. Formulating, representing, analyzing, and interpreting mathematical models derived from real-world contexts or mathematical problems. |  |  |
| 2.3. Demonstrate an understanding of making mathematical connections by: 2.3.1. Showing the interconnectedness of mathematical ideas and how they build on one another  |  |  |
| 2.3.2. Applying mathematical connections among mathematical ideas and across various content areas and real-world contexts  |  |  |
| 3. Content Pedagogy-Effective teachers of middle grades mathematics: 3.1. Apply knowledge of curriculum standards for middle grades mathematics and their relationship to student learning within and across mathematical domains.  |  |  |
| 3.2. Analyze and consider research in planning for and leading students in rich mathematical learning experiences. |  |  |
| 3.3. Plan lessons and units that incorporate a variety of strategies, differentiated instruction for diverse populations, and mathematics-specific and instructional technologies in building all students’ conceptual understanding and procedural proficiency. |  |  |
| 3.4. Implement techniques related to student engagement and communication including selecting high quality tasks, guiding mathematical discussions, identifying key mathematical ideas, identifying and addressing student misconceptions, and employing a range of questioning strategies. |  |  |
| 3.5. Implement techniques related to student engagement and communication including selecting high quality tasks, guiding mathematical discussions, identifying key mathematical ideas, identifying and addressing student misconceptions, and employing a range of questioning strategies.  |  |  |
| 3.6. Plan, select, implement, interpret, and use formative and summative assessments to inform instruction by reflecting on mathematical proficiencies essential for all students.  |  |  |
| 3.7. Monitor students’ progress, make instructional decisions, and measure students’ mathematical understanding and ability using formative and summative assessments.  |  |  |
| 4. Mathematical Learning Environment-Effective teachers of middle grades mathematics: 4.1. Exhibit knowledge of adolescent learning, development, and behavior and demonstrate a growth mindset toward mathematical processes and learning.  |  |  |
| 4.2. Plan and create developmentally appropriate, sequential, and challenging learning opportunities grounded in mathematics education research in which students are actively engaged in building new knowledge from prior knowledge and experiences with connections between math and the real world.  |  |  |
| 4.3. Incorporate knowledge of individual differences and the cultural and language diversity that exists within classrooms and include culturally relevant perspectives as a means to motivate and engage students. |  |  |
| 4.4. Demonstrate an understanding of how race, class, and gender can affect students’ experiences with mathematics teaching and learning; actively combat stereotypes to avoid replication of historic patterns; and demonstrate a commitment to equitable treatment of and high expectations for all students.  |  |  |
| 4.5. Apply mathematical content and pedagogical knowledge to select and use instructional tools such as manipulatives and physical models, drawings, virtual environments, spreadsheets, presentation tools, and mathematics- specific technologies (e.g., graphing tools and interactive geometry software); and integrate tools and technology as essential resources to help students learn and make sense of mathematical ideas, reason mathematically, and communicate their mathematical thinking.  |  |  |
| 4.6. Flexibly assess evidence of student mathematical proficiency for learning that takes place outside of the school, the school day, or the classroom.  |  |  |
| 5. Impact on Student Learning--Effective teachers of middle grades mathematics: 5.1. Verify that middle grades students demonstrate conceptual understanding; procedural fluency; the ability to formulate, represent, and solve problems; logical reasoning and continuous reflection on that reasoning; productive disposition toward mathematics; and the application of mathematics in a variety of contexts within major mathematical domains.  |  |  |
| 5.2. Promote personalization for each student, allowing students to demonstrate proficiency by presenting multiple types of evidence, including but not limited to teacher- or student-designed assessments, portfolios, performances, exhibitions and projects. |  |  |
| 5.3. Collect, organize, analyze, and reflect on diagnostic, formative, and summative assessment evidence, including authentic performance tasks and determine the extent to which students’ mathematical proficiencies have increased as a result of their instruction  |  |  |
| 5.4. Convey how the development of mathematical theory and understanding is a historical process with continuous creation of new knowledge and the refinement or previous knowledge.  |  |  |
| 5.5. Convey roles and responsibilities of mathematicians with respect to social, economic, cultural and political systems.  |  |  |
| 6. Professional Knowledge and Skills-Effective teachers of middle grades mathematics: 6.1. Take an active role in their professional growth and maintain a current understanding of changes in the content and pedagogy of mathematics and learning theory by participating in professional learning experiences that directly relate to the learning and teaching of mathematics  |  |  |
| 6.2. Engage in continuous and collaborative learning that draws upon research in mathematics education to inform practice; enhance learning opportunities for all students’ mathematical knowledge learning; involve colleagues, other school professionals, families, and various stakeholders; and advance their learning as a reflective practitioner.  |  |  |
| 6.3. Demonstrate knowledge of misconceptions typically held by adolescents and effective methods for intervening to correct such misconceptions.  |  |  |
| 6.4. Utilize resources from professional mathematics education organizations such as print, digital, and virtual resources/collections.  |  |  |
| 7. A minor in mathematics, or the equivalent in undergraduate and/or graduate coursework (at least 18 academic credits of which at least 6 must be at the advanced undergraduate level or higher).  |  |  |
| 8. A minimum of a practicum, or the equivalent, at the middle level (5-9) in an endorsement requiring competency with the Core Teaching Standards.  |  |  |
| 9. REQUIRED TESTING Praxis II Subject Assessment: Middle Grades Math - Test Code 5169. Also accepted for MG Math testing – Praxis II Subject Assessment: Mathematics - Test Code 5161.  |  |  |

**For the Sub-Endorsement of Science:**

| **SCIENCE**Content Topic | **College/****University** | **Course****Name/Number** |
| --- | --- | --- |
| 1. **Knowledge Standards** – Science: Demonstrates knowledge of scientific content, concepts, and skills delineated in current national professional standards and in *Vermont’s Framework of Standards and Learning Opportunities,* including: |  |  |
| 1.1. Scientific method, investigatory processes and procedures, the nature of theory, roles and responsibilities of scientists, history of science  |  |  |
| 1.2. Typical scientific misconceptions or naïve ideas held by early adolescents  |  |  |
| 1.3. Life Sciences – Cell structure and function; anatomy and physiology; molecular basis of heredity; biological evolution; interdependence of organisms; matter, energy and organization in living systems; behavior of organisms  |  |  |
| 1.4. Physical Sciences – The structure of atoms; structure and properties of matter; chemical reactions; motion and forces; conservation of energy and increase in disorder; interactions of energy and matter  |  |  |
| 1.5. Earth, Environmental, and Atmospheric Sciences – The Earth as an integrated system of chemical, physical and biological processes interconnecting the geosphere, hydrosphere, atmosphere, and biosphere; the origins and evolution of the Earth, solar system, and universe, and forces effecting and shaping them over time  |  |  |
| 1.6. Living and Non-Living Systems – The concept of living and non-living systems as collections of interrelated parts and interconnected systems; continuity and change in living and non-living systems from the micro to the macro scale; how personal and collective actions can affect the sustainability of interrelated systems  |  |  |
| 2. **Performance Standards** -- Science: Implements a science curriculum that integrates scientific inquiry skills and science content, and enables conceptual development and development of the habits of mind that support scientific inquiry. Specifically, the educator: |  |  |
| 2.1. Anticipates and elicits the naïve scientific ideas, emerging concepts, and/or misconceptions that students are likely to have prior to instruction  |  |  |
| 2.2. Models the skills and habits of mind inherent in scientific inquiry  |  |  |
| 2.3. Asks scientific questions that engage students and helps them to formulate meaningful scientific questions of their own |  |  |
| 2.4. Designs and implements investigations and assessments that engage students in experimental design, data collection, data analysis, and problem solving, and that provide them with frequent interactions with the natural world as a regular part of the science program  |  |  |
| 2.5. Creates opportunities for students to collaboratively design and implement scientific investigations, and to present and discuss the results of their investigations  |  |  |
| 2.6. Organizes equipment, work, and learning spaces so that scientific investigations are carried out safely in accordance with state and national safety guidelines  |  |  |
| 2.7. Teaches forms of scientific communication including how to write clear, well-organized science reports; how to read sources of scientific information; and how to understand and use representation and scientific notation  |  |  |
| 2.8. Integrates physical, mathematical, scientific, and technological tools appropriate to students' ages and abilities in order to facilitate scientific inquiry  |  |  |
| 2.9. Conveys to students how the development of scientific theory and understanding is a historical process with continuous creation of new knowledge and refinement or rejection of “old” knowledge  |  |  |
| 2.10. Conveys to students the roles and responsibilities of scientists with respect to social, economic, cultural, and political systems, and provides them with opportunities to actively explore the full scope of career choices available to people in the sciences |  |  |
| 2.11. Demonstrates sensitivity to inequities in science teaching and careers by incorporating specific instructional strategies that promote equity  |  |  |
| 3. A minor in biology, chemistry, physics, or earth/ environmental/ atmospheric sciences, or a combination thereof, or the equivalent in undergraduate and/or graduate coursework.  |  |  |
| 4. REQUIRED TESTING Praxis II Subject Assessment: Middle Grades Science - Test Code 5440. Also accepted for MG Science testing – Praxis II Subject Assessment: General Science - Test Code 5435.  |  |  |

**For the Sub-Endorsement of Social Studies:**

| **SOCIAL STUDIES****Content Topic** | **College/****University** | **Course****Name/Number** |
| --- | --- | --- |
| 1. **Knowledge Standards** – Social Studies: Demonstrates knowledge of historical and social science content, concepts, and skills delineated in current national professional standards and in Vermont’s Framework of Standards and Learning Opportunities, including: |  |  |
| 1.1. Methods of historical and social science investigation and analysis, including criteria for critical evaluation of evidence and data, and use of primary sources and varied perspectives to interpret historical events and analyze public issues  |  |  |
| 1.2. The development of students’ historical thinking, including common misconceptions in the historical thinking of students  |  |  |
| 1.3. History – Multiple perspectives on significant eras, developments, and turning points in ancient and modern history; causes and effects in human society; forces of historical and cultural continuity and change  |  |  |
| 1.4. Cultural Geography – An understanding of the world in spatial terms, the physical and human characteristics of places and regions, human systems, and the interaction of environment and society  |  |  |
| 1.5. Diversity, Unity, Identity, and Interdependence – Culture, including cultural identity, expressions, and universals; the origins of conflict; consequences of discrimination, stereotyping, and prejudice on individuals and groups  |  |  |
| 1.6. Citizenship – Forms of government and their underlying concepts; principles and responsibilities of democratic citizenship; principles of American federalism; origins and evolution of the concepts of equality, justice, freedom, human, and civil rights  |  |  |
| 1.7. Economics – Forms of economic systems; consequences of economic systems on people and environments  |  |  |
| 2. Performance Standards – Social Studies: Implements a history and social sciences curriculum that integrates historical and social science content, concepts, and inquiry skills, and enables students to view and analyze communities, societies and/or cultures, and events as apprentice historians and social scientists, to interpret social issues, and to participate purposefully toward the common good in society. Specifically, the educator: |  |  |
| 2.1. Chooses developmentally-appropriate activities to teach historical/social science concepts and processes  |  |  |
| 2.2. Models how historians, geographers, and other social scientists view, analyze, and interpret the world  |  |  |
| 2.3. Provides opportunities for students to examine and interpret historical and contemporary events and issues through active learning strategies such as research, role-play, debate, and discussion  |  |  |
| 2.4. Provides opportunities for students to participate in community-based investigations and service projects, and to access and use local resources  |  |  |
| 2.5. Creates or adopts instructional and assessment tasks that teach students to analyze and interpret primary and secondary sources of all types, identify webs of cause and effect, and differentiate between fact, opinion, and interpretation  |  |  |
| 2.6. Provides opportunities for students to use historical, geographical, and social science research methods, tools, and technologies  |  |  |
| 2.7. Teaches students how to read and understand historical narratives, issue analyses, and persuasive essays, and how to write well-crafted pieces in these genres, including preparing portfolio pieces  |  |  |
| 2.8. Models respect for students’ diverse opinions and backgrounds in all classroom interactions, and teaches students how to engage in civil discussions about controversial issues  |  |  |
| 3. A minor in history, political science, economics, geography, or a combination thereof, or the equivalent in undergraduate and/or graduate coursework. (Coursework in cultural anthropology and non-Western area studies may be counted toward geography.) REQUIRED  |  |  |
| 4. TESTING Praxis II Subject Assessment: Middle Grades Social Studies - Test Code 5089. Also accepted for MG Social Studies testing - Praxis II Subject Assessment: Social Studies - Test Code 5086. |  |  |