

**UAF SCHOOL OF EDUCATION
SECONDARY POST-BACCALUAREATE LICENSURE PROGRAM
BROADFIELD SOCIAL STUDIES CONTENT OBSERVATION
FORM U**

Disciplinary Standard: Broad Field Social Studies: Any Specific Social Studies Discipline
Intern: _____

Teachers who are licensed to teach broad field social studies or any specific social studies discipline at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of broad field social studies or any specific social studies discipline. Teachers of broad field social studies or any specific social studies discipline at all school levels should provide developmentally appropriate experiences as they guide learners in their study of broad field social studies or any specific social studies discipline.

0= does not meet expectations 1=developing 2=meets expectations 3=exceeds expectations

Candidates who indicate their capabilities for teaching broad field social studies or any specific social studies discipline do the following:

1. 1. Theme One: **Culture and Cultural Diversity**: assist learners by showing how diverse groups, societies and cultures deal with human needs and concerns including language, literature, art, religion, traditions, beliefs and values.

Date: Evidence:

Date: Evidence:

Overall Rating:

2. Theme Two: **Time, Continuity and Change**: assist learners by allowing them to develop an understanding of the forces that sustain continuing patterns of change and continuity across time and cultures.

Date: Evidence:

Date: Evidence:

Overall Rating:

3. Theme Three: **People, Places and Environment**: assist learners by allowing the students to use a variety of tools and resources to understand regional and global geography and physical systems and human interactions with them.

Date: Evidence:

Date: Evidence:

Overall Rating:

4. Theme Four: **Individual Development and Identity**: assist learners by examining the influence of society and culture on individual human development and identity and recognizing the cognitive development of the child from birth through adolescence.

Date: Evidence:

Date: Evidence:

Overall Rating:

5. Theme Five: **Individuals, Groups and Institutions**: assist learners by analyzing group, societal, and institutional influences on people, particularly children and in public schools.

Date: Evidence:

Date: Evidence:

Overall Rating:

6. Theme Six: **Power, Authority and Governance**: assist learners by understanding the purpose and powers of government, identifies the basic features of the American political system and examines the relationship of the individual to his/her family, community and nation.

Date: Evidence:

Date: Evidence:

Overall Rating:

7. Theme Seven: **Productions, Distribution and Consumption**: assist learners by understanding basic economic concepts at the personal, domestic and global levels.

Date: Evidence:

Date: Evidence:

Overall Rating:

8. Theme Eight: **Science, Technology and Society**: assist learners by describing the relationship of individuals and societies and technology across time and cultures including the effects on core values, beliefs, decision making and relationship to the physical world.

Date: Evidence:

Date: Evidence:

Overall Rating:

9. Theme Nine: **Global Connections**: assist learners by analyzing those elements of human culture which facilitate global understanding and those which are divisive and examine contemporary and emerging global issues.

Date: Evidence:

Date: Evidence:

Overall Rating:

10. Theme Ten: **Civic Ideals and Practices**: assist learners by analyzing the relationship of the individual and the state in legal matters, policymaking, civic discussion and citizen responsibilities.

Date: Evidence:

Date: Evidence:

Overall Rating

Additional Comments