Middle school social studies teachers are expected to have a broad and comprehensive understanding of the knowledge and skills needed for this educator license, and to use that knowledge to help students prepare for the challenges and opportunities of the twenty-first century. This requires the ability to identify, comprehend, analyze, synthesize, and evaluate the basic principles, fundamental concepts, and essential content defined in these standards, and to apply that knowledge to the tasks of planning and delivering effective instruction and assessment.
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Social studies teachers have a broad and comprehensive understanding of major events and developments in world history.

Standard 2: U.S. and Indiana History
Social studies teachers have a broad and comprehensive understanding of major events and developments in U.S. and Indiana history.

Standard 3: Geography
Social studies teachers have a broad and comprehensive understanding of geographic concepts and systems, places and regions, human-environment interactions, and the uses of geography.

Standard 4: Government and Citizenship
Social studies teachers have a broad and comprehensive understanding of political science terms and concepts, the foundations of government, federal, state, and local government in the United States, the U.S. political and legal systems, U.S. citizenship, and forms of government and international relations.

Standard 5: Economics
Social studies teachers have a broad and comprehensive understanding of economics concepts and systems, the national and international economies, and consumer economics.

Standard 6: Social Studies Research Skills
Social studies have a broad and comprehensive understanding of social studies research skills.

Standard 7: Social Studies Instruction and Assessment
Social studies teachers have a broad and comprehensive understanding of content-specific instruction and assessment in social studies.

The Indiana Educator Standards for Middle School Social Studies describe the knowledge and skills that teachers need to help students achieve the learning outcomes defined by the Indiana Academic Standards for Social Studies. Links to relevant portions of the Indiana Academic Standards can be found below.

<table>
<thead>
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<th>Core Standards</th>
<th>Grade 5</th>
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<tr>
<td>United States History</td>
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<td>Geography and History of the World</td>
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</tbody>
</table>
Standard 1: Historical Concepts and World History

Social studies teachers have a broad and comprehensive understanding of historical concepts and major events and developments in world history, including:

1.1 historical concepts, terms, sources, and perspectives

1.2 the beginnings of human society and the emergence of agricultural societies around the world

1.3 the origins, structures, and development of early civilizations in Eurasia and North Africa; the classical Mediterranean world; and major empires and civilizations of Asia, Africa, and Americas to 500 CE

1.4 principal beliefs, sacred texts, and historical development of Judaism, Confucianism, Daoism, Hinduism, Buddhism, Christianity, Islam, and indigenous religious traditions

1.5 the rise of the Byzantine Empire, the expansion of Islam, the spread of feudalism in Europe, and the Mongol conquests

1.6 continuity and change in Asian, Middle Eastern, and African civilizations, 1300-1800 CE

1.7 the causes and consequences of European exploration, conquest, and colonization during the first global age, 1450-1750 CE

1.8 the critical ideas and transformative effects of the Renaissance, Reformation, Scientific Revolution, and Enlightenment

1.9 the causes and consequences of the American and French revolutions and the Latin American wars for independence

1.10 the Industrial Revolution and its technological, economic, social, and political influence on the development of the modern world

1.11 the rise of nationalism and the emergence, expansion, and consequences of European imperialism

1.12 the origins and consequences of World War I; the causes and major developments of the Russian Revolution; major political, economic, social, and cultural developments of the interwar period; and the causes and effects of World War II

1.13 major events and developments of the post-World War II period related to the Cold War, the creation of the United Nations, decolonization in Asia and Africa, important regional conflicts, changing international power relations, and economic globalization
Middle School Social Studies
Educator Standards

Standard 2: U.S. and Indiana History

Social studies teachers have a broad and comprehensive understanding of major events and developments in U.S. and Indiana history, including:

2.1 characteristics of Native American cultures prior to European settlement and the interactions between Native Americans and Europeans

2.2 motives for European settlement and colonization of the Americas; the political, economic, social, and cultural institutions established in Great Britain's North American colonies; and similarities and differences between the colonies

2.3 the causes, major events, and consequences of the American Revolution; the creation of national and state governments; and the rise of political parties

2.4 the concept of Manifest Destiny and westward expansion and its impact on Native American peoples

2.5 the growth of slavery and the effort to reform U.S. society

2.6 the origins, major events, and consequences of the Civil War and Reconstruction

2.7 the transformation of the U.S. economy and the urbanization of U.S. society

2.8 the emergence of the United States as a world power and U.S. participation in the Spanish-American War and World War I

2.9 prosperity, women's suffrage, the Depression, and war: the United States from 1920-1945

2.10 the Cold War, the creation of the United Nations, and the evolving U.S. role in the world after World War II

2.11 political, social, economic, and cultural developments in U.S. society during the second half of the twentieth century

2.12 the United States in a global age

Standard 3: Geography

Social studies teachers have a broad and comprehensive understanding of geographic concepts and systems, places and regions, human-environment interactions, and the uses of geography, including:

3.1 geographic terms, concepts, themes, and elements

3.2 major physical features of the world and the natural processes that shape the Earth's surface and create patterns and relationships

3.3 human characteristics of the world and the patterns and relationships they create

3.4 physical and human characteristics of, and relationships between, world regions and places

3.5 interactions and relationships between humans and the environment

3.6 ways in which geographic knowledge can be applied to the study of historical and contemporary developments and issues to solve problems and plan for the future
Standard 4: Government and Citizenship

Social studies teachers have a broad and comprehensive understanding of political science terms and concepts, the foundations of government, federal, state, and local government in the United States, the U.S. political and legal systems, U.S. citizenship, and forms of government and international relations, including:

4.1 political science terms and concepts
4.2 the political ideals, core values, and fundamental principles of U.S. government
4.3 the organization, powers, and functions of the U.S. federal government
4.4 the structure, responsibilities, and operation of state and local government in Indiana
4.5 the U.S. political system and the electoral process at the national, state, and local levels
4.6 the central role of law in U.S. government and society and the operation of the U.S. legal system
4.7 the rights and responsibilities of U.S. citizenship
4.8 the purposes of government and the distinguishing characteristics of historical and contemporary forms of government
4.9 international relations and the formation of U.S. foreign policy

Standard 5: Economics

Social studies teachers have a broad and comprehensive understanding of economics concepts and systems, the national and international economies, and consumer economics, including:

5.1 economics, terms, concepts, and systems
5.2 the characteristics and operation of market economies
5.3 the institutions and operation of the national economy
5.4 ways in which government influences economic development and attempts to correct market failures
5.5 the components, institutions, and operation of the international economy
5.6 principles and practices related to consumer economics and personal finance
Standard 6: Social Studies Research Skills

Social studies teachers have a broad and comprehensive understanding of social studies research skills, including:

6.1 methods and procedures used in social studies research
6.2 basic reference sources used in social studies research
6.3 uses and limitation of various types of primary sources of social studies information
6.4 the acquisition of social studies information and the use of electronic technologies in social studies research
6.5 how to identify purpose, point of view, and central questions in social studies documents
6.6 how to analyze underlying assumptions and bias and adequacy of evidence in social studies documents
6.8 how to distinguish fact from expression of opinion in social studies documents, accounts, and arguments
6.9 how to interpret social studies issues and information presented in various graphic formats
6.10 how to communicate social studies information, analysis, and interpretation in effective written forms

Standard 7: Social Studies Instruction and Assessment

Social studies teachers have a broad and comprehensive understanding of content-specific instruction and assessment in history, including:

7.1 the Indiana Academic Standards and Core Standards for Social Studies
7.2 the Common Core State Standards: Literacy in History/Social Studies, the NCSS National Standards for Social Studies Teachers, and the ISTE National Educational Technology Standards
7.3 instructional strategies and resources for promoting student understanding of social concepts and skills related to social studies
7.4 strategies and skills for planning and designing social studies instruction, including the use of techniques and approaches that meet the needs of diverse learners
7.5 instructional strategies for promoting student learning and fostering the development of critical-thinking, problem-solving, and performance skills in the social studies
7.6 communication methods that promote student learning and foster active inquiry, interaction, and collaboration in the social studies classroom
7.7 strategies and skills for selecting, adapting, and using technological resources to enhance teaching and learning about social studies
7.8 strategies and skills for effectively assessing student understanding and mastery of essential social studies concepts and skills
Selected Bibliography of Standards and Sources Related to Middle School Social Studies

State and National Standards and Curriculum Frameworks


Sources on Middle School Social Studies


Sources on Student Learning and Pedagogical Methodology

### Alignment of Educator Standards with State and National Standards

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<thead>
<tr>
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<th>National Center for History in the Schools National Standards for History</th>
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</table>
| **Standard 1: Historical Concepts and Perspectives**
History teachers have a broad and comprehensive understanding of historical concepts, terms, sources, and perspectives. | 6.1.19-6.1.21; 7.1.21; 8.1.28; USH.1.1-1.4; USH.9.1; USH.9.3-9.4; WH.1.1-1.2; WH.2.1; WH.9.1; WH.9.3-9.4; GHW.10.1 | CS6-1; CS8-1; USHCS-11 | | IA2; IB1 | HistThinking1A-1G; HistThinking2E; HistThinking3B; HistThinking3E; HistThinking3G-3H | |
| **Standard 2: Historical Sources and Research Skills**
History teachers have a broad and comprehensive understanding of historical sources and research skills. | 5.1.21; 6.1.23; 7.1.23; 8.1.30-8.1.31; USH.9.2; USH.9.5-9.6; WH.9.2; WH.9.5-9.6; GHW.1.2; GHW.5.1; GHW.10.5 | CS5-1; CS8-1; USHCS-11 | Reading 6-8, 1-10; Reading 9-10, 1-10; Reading 11-12, 1-10 Writing 6-8, 1-10; Writing 9-10, 1-10; Writing 11-12, 1-10 | IA2; IB1 | HistThinking2F; HistThinking3A | |
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<td>HistThinking1E; HistThinking2B-2C; HistThinking2E-2F; HistThinking3B; HistThinking3D; HistThinking3G; HistThinking4C-4D</td>
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</table>

History teachers have a broad and comprehensive understanding of how to analyze and interpret the past.
### Alignment of Educator Standards with State and National Standards

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## Standard 5: U.S. History

History teachers have a broad and comprehensive understanding of major events and developments in U.S. history.

| Indiana Educator Standards for Middle School Social Studies | Indiana Academic Standards for Social Studies | Indiana Core Standards for Social Studies | Common Core State Standards for History/Social Studies | NCSS National Standards for Social Studies Teachers | National Center for History in the Schools National Standards for History | ISTE National Educational Technology Standards |
|-------------------------------------------------------------|------------------------------------------------|------------------------------------------|------------------------------------------------------|---------------------------------------------------|-------------------------------------------------------------------|
| 5.1.1-5.1.16; 8.1.1-8.1.27; USH.1.3-1.4; USH.2.1-2.7; USH.3.1-3.7; USH.3.9; USH.4.1-4.8; USH.5.1-5.6; USH.6.1-6.4; USH.7.1; USH.7.3-7.8; USH.8.1-8.6 | CS5-1; CS8-1; USHCS-1-10 | | | IA2; IA8; IA9; IB1 | | USHeR1 1A; USHeR1 1D; USHeR1 2B; USHeR2 1A-1B; USHeR2 2A-2C; USHeR3 3A-3C; USHeR4 1A-1C; USHeR4 3A-3B; USHeR4 4A-4D; USHeR5 1; USHeR5 2A-2B; USHeR5 3A-3C; USHeR6 1A-1D; USHeR6 2A-2C; USHeR6 3A-3C; USHeR6 4A-4B; USHeR7 1A-1C; USHeR7 2C; USHeR7 3A-3D; USHeR8 1A-1B; USHeR8 2A-2C; USHeR8 3A-3C; USHeR9 1A-1C; USHeR9 2A-2C; USHeR9 3A-3B; USHeR9 4A-4C; USHeR10 1A-1C; USHeR10 2A-2E |
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<tr>
<td>History teachers have a broad and comprehensive understanding of major events and developments in Indiana history.</td>
<td>5.1.1-5.1.4; 5.1.6; 5.1.13; 8.1.1-8.1.2; 8.1.10; 8.1.13; 8.1.16; 8.1.19; 8.1.20-8.1.21, 8.1.25; USH.2.1-2.4; USH.3.6-3.7; USH.4.2-4.4; USH.4.7; USH.5.6; USH.6.4; USH.8.1; USH.8.5</td>
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<td>1a–1d; 2a–2d; 3a–3d; 4a–4d</td>
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<td><strong>Standard 7: History Instruction and Assessment</strong></td>
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<tr>
<td>History teachers have a broad and comprehensive understanding of content-specific instruction and assessment in history.</td>
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<td>II1-II7</td>
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