

Social Studies Secondary Education Rubric
Candidate Content Knowledge aligned to NCSS Thematic Standards
 Rubric for all Teacher Candidates in History and Social Studies
 to evaluate candidate knowledge and application of the
 National Council for Social Studies (NCSS) Thematic Standards

Unit plans and individual lesson plans accurately align content and skill objectives to relevant National Council for Social Studies (NCSS) Thematic Standards.

Please note that for the ten NCSS themes, one or all may be applicable for the content taught. And, one or more may or may not be relevant for a particular lesson or unit. Hence, for this section, please report on candidate knowledge and use of applicable themes. For descriptions of these themes, please go to the NCSS website <http://www.socialstudies.org/standards/strands>.

| Criteria | Not Applicable (0) | Exemplary (5) | 4 | Proficient (3) | 2 | Unsatisfactory (1) |
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| <p>Provides appropriate experiences to guide learners in the study of culture and diversity (NCSS 1.1).</p> | | <p>Candidate demonstrates knowledge, understanding, and application of the major concepts, assumptions, debates, processes of inquiry, and academic language and content of this thematic standard. Candidate communicates and displays this thematic standard and objectives to the students. Lessons <i>and</i> their classroom delivery integrate appropriate student-centered</p> | | <p>Candidate demonstrates knowledge of the major concepts, assumptions, debates, processes of inquiry, and academic language and content of this thematic standard. Candidate communicates this standard and objectives to the students. Lesson plans integrate appropriate learning experiences to guide the study of this theme.</p> | | <p>Candidate demonstrates little knowledge of the major concepts, assumptions, debates, processes of inquiry, and academic language and content of this thematic standard. Does not design or deliver learning experiences that guide the study of this theme.</p> |

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| | | learning experiences of this theme to achieve growth in all learners, e.g. fostering inquiry, connecting the theme to prior learning, and checking for understanding. | | | |
| Provides appropriate experiences to guide learners in the study of time, continuity, and change (NCSS 1.2). | | Candidate demonstrates knowledge, understanding, and application of the major concepts, assumptions, debates, processes of inquiry, and academic language and content of this thematic standard. Candidate communicates and displays this thematic standard and objectives to the students. Lessons <i>and</i> their classroom delivery integrate appropriate student-centered learning experiences of this theme to | | Candidate demonstrates knowledge of the major concepts, assumptions, debates, processes of inquiry, and academic language and content of this thematic standard. Candidate communicates this standard and objectives to the students. Lesson plans integrate appropriate learning experiences to guide the study of this theme. | Candidate demonstrates little knowledge of the major concepts, assumptions, debates, processes of inquiry, and academic language and content of this thematic standard. Does not design or deliver learning experiences that guide the study of this theme. |

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| | | achieve growth in all learners, e.g. fostering inquiry, connecting the theme to prior learning, and checking for understanding. | | | |
| Provides appropriate experiences to guide learners in the study of people, places, and environments (NCSS 1.3). | | Candidate demonstrates knowledge, understanding, and application of the major concepts, assumptions, debates, processes of inquiry, and academic language and content of this thematic standard. Candidate communicates and displays this thematic standard and objectives to the students. Lessons <i>and</i> their classroom delivery integrate appropriate student-centered learning experiences of this theme to achieve growth in all learners, e.g. | | Candidate demonstrates knowledge of the major concepts, assumptions, debates, processes of inquiry, and academic language and content of this thematic standard. Candidate communicates this standard and objectives to the students. Lesson plans integrate appropriate learning experiences to guide the study of this theme. | Candidate demonstrates little knowledge of the major concepts, assumptions, debates, processes of inquiry, and academic language and content of this thematic standard. Does not design or deliver learning experiences that guide the study of this theme. |

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| | | fostering inquiry, connecting the theme to prior learning, and checking for understanding. | | | |
| Provides appropriate experiences to guide learners in the study of individual development and identity (NCSS 1.4). | | Candidate demonstrates knowledge, understanding, and application of the major concepts, assumptions, debates, processes of inquiry, and academic language and content of this thematic standard. Candidate communicates and displays this thematic standard and objectives to the students. Lessons <i>and</i> their classroom delivery integrate appropriate student-centered learning experiences of this theme to achieve growth in all learners, e.g. fostering inquiry, connecting the | | Candidate demonstrates knowledge of the major concepts, assumptions, debates, processes of inquiry, and academic language and content of this thematic standard. Candidate communicates this standard and objectives to the students. Lesson plans integrate appropriate learning experiences to guide the study of this theme. | Candidate demonstrates little knowledge of the major concepts, assumptions, debates, processes of inquiry, and academic language and content of this thematic standard. Does not design or deliver learning experiences that guide the study of this theme. |

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| | | theme to prior learning, and checking for understanding. | | | |
| Provides appropriate experiences to guide learners in the study of individuals, groups, and institutions (NCSS 1.5). | | <p>Candidate demonstrates knowledge, understanding, and application of the major concepts, assumptions, debates, processes of inquiry, and academic language and content of this thematic standard. Candidate communicates and displays this thematic standard and objectives to the students. Lessons <i>and</i> their classroom delivery integrate appropriate student-centered learning experiences of this theme to achieve growth in all learners, e.g. fostering inquiry, connecting the theme to prior learning, and</p> | | <p>Candidate demonstrates knowledge of the major concepts, assumptions, debates, processes of inquiry, and academic language and content of this thematic standard. Candidate communicates this standard and objectives to the students. Lesson plans integrate appropriate learning experiences to guide the study of this theme.</p> | <p>Candidate demonstrates little knowledge of the major concepts, assumptions, debates, processes of inquiry, and academic language and content of this thematic standard. Does not design or deliver learning experiences that guide the study of this theme.</p> |

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| | | checking for understanding. | | | |
| Provides appropriate experiences to guide learners in the study of power, authority, and governance (NCSS 1.6). | | <p>Candidate demonstrates knowledge, understanding, and application of the major concepts, assumptions, debates, processes of inquiry, and academic language and content of this thematic standard.</p> <p>Candidate communicates and displays this thematic standard and objectives to the students. Lessons <i>and</i> their classroom delivery integrate appropriate student-centered learning experiences of this theme to achieve growth in all learners, e.g. fostering inquiry, connecting the theme to prior learning, and checking for understanding.</p> | | <p>Candidate demonstrates knowledge of the major concepts, assumptions, debates, processes of inquiry, and academic language and content of this thematic standard. Candidate communicates this standard and objectives to the students. Lesson plans integrate appropriate learning experiences to guide the study of this theme.</p> | <p>Candidate demonstrates little knowledge of the major concepts, assumptions, debates, processes of inquiry, and academic language and content of this thematic standard. Does not design or deliver learning experiences that guide the study of this theme.</p> |

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| <p>Provides appropriate experiences to guide learners in the study of how people organize for the production, distribution, and consumption of goods and services (NCSS 1.7).</p> | | <p>Candidate demonstrates knowledge, understanding, and application of the major concepts, assumptions, debates, processes of inquiry, and academic language and content of this thematic standard. Candidate communicates and displays this thematic standard and objectives to the students. Lessons <i>and</i> their classroom delivery integrate appropriate student-centered learning experiences of this theme to achieve growth in all learners, e.g. fostering inquiry, connecting the theme to prior learning, and checking for understanding.</p> | | <p>Candidate demonstrates knowledge of the major concepts, assumptions, debates, processes of inquiry, and academic language and content of this thematic standard. Candidate communicates this standard and objectives to the students. Lesson plans integrate appropriate learning experiences to guide the study of this theme.</p> | <p>Candidate demonstrates little knowledge of the major concepts, assumptions, debates, processes of inquiry, and academic language and content of this thematic standard. Does not design or deliver learning experiences that guide the study of this theme.</p> |
| <p>Provides appropriate experiences to</p> | | <p>Candidate demonstrates knowledge,</p> | | <p>Candidate demonstrates knowledge of the major concepts, assumptions,</p> | <p>Candidate demonstrates little knowledge of the major</p> |

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| <p>guide learners in the understanding of advances in science and technology and their impact (NCSS 1.8).</p> | | <p>understanding, and application of the major concepts, assumptions, debates, processes of inquiry, and academic language and content of this thematic standard. Candidate communicates and displays this thematic standard and objectives to the students. Lessons <i>and</i> their classroom delivery integrate appropriate student-centered learning experiences of this theme to achieve growth in all learners, e.g. fostering inquiry, connecting the theme to prior learning, and checking for understanding.</p> | | <p>debates, processes of inquiry, and academic language and content of this thematic standard. Candidate communicates this standard and objectives to the students. Lesson plans integrate appropriate learning experiences to guide the study of this theme.</p> | <p>concepts, assumptions, debates, processes of inquiry, and academic language and content of this thematic standard. Does not design or deliver learning experiences that guide the study of this theme.</p> |
| <p>Provides appropriate experiences to guide learners in the study of global</p> | | <p>Candidate demonstrates knowledge, understanding, and application of</p> | | <p>Candidate demonstrates knowledge of the major concepts, assumptions, debates, processes of inquiry, and academic language and content of</p> | <p>Candidate demonstrates little knowledge of the major concepts, assumptions, debates, processes of inquiry, and academic</p> |

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| <p>connections and issues arising from globalization (NCSS 1.9).</p> | | <p>the major concepts, assumptions, debates, processes of inquiry, and academic language and content of this thematic standard. Candidate communicates and displays this thematic standard and objectives to the students. Lessons <i>and</i> their classroom delivery integrate appropriate student-centered learning experiences of this theme to achieve growth in all learners, e.g. fostering inquiry, connecting the theme to prior learning, and checking for understanding.</p> | | <p>this thematic standard. Candidate communicates this standard and objectives to the students. Lesson plans integrate appropriate learning experiences to guide the study of this theme.</p> | <p>language and content of this thematic standard. Does not design or deliver learning experiences that guide the study of this theme.</p> |
| <p>Provides appropriate experiences to guide learners in the study of civic ideals and practices (NCSS 1.10).</p> | | <p>Candidate demonstrates knowledge, understanding, and application of the major concepts, assumptions,</p> | <p>Candidate demonstrates knowledge of the major concepts, assumptions, debates, processes of inquiry, and academic language and content of this thematic standard. Candidate communicates this standard and</p> | <p>Candidate demonstrates little knowledge of the major concepts, assumptions, debates, processes of inquiry, and academic language and content of this thematic standard. Does not</p> | |

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| | | <p>debates, processes of inquiry, and academic language and content of this thematic standard. Candidate communicates and displays this thematic standard and objectives to the students. Lessons <i>and</i> their classroom delivery integrate appropriate student-centered learning experiences of this theme to achieve growth in all learners, e.g. fostering inquiry, connecting the theme to prior learning, and checking for understanding.</p> | | <p>objectives to the students. Lesson plans integrate appropriate learning experiences to guide the study of this theme.</p> | | <p>design or deliver learning experiences that guide the study of this theme.</p> |
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