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

**Transcript Review Worksheet**

**Endorsement # 15 – Social Studies**

The holder is authorized to teach history and the social sciences in grades 7-12.

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)

| **Content** **Topic** | **College/****University** | **Course****Number** | **# of Credits** | **Course** **Title** |
| --- | --- | --- | --- | --- |
| 1. Knowledge Standards: Demonstrates knowledge of the social studies disciplines, content, concepts, and skills delineated in current national professional standards such as the College, Career and Civic Life (C3) Framework for Social Studies State Standards, including: |  |  |  |  |
| 1.1. Methods of historical and social science investigation and analysis, including criteria for developing questions and planning inquiries; applying disciplinary concepts and tools; evaluating sources and using evidence including the nature of primary and secondary sources  |  |  |  |  |
| 1.2. The development of students’ historical and social science thinking, including addressing common misconceptions in the historical and social science thinking of students  |  |  |  |  |
| 1.3. Civics – Forms of government and their underlying concepts; principles and responsibilities of democratic citizenship; principles of American federalism; origins and evolution of civic virtues and democratic principles, especially equality, justice, freedom, participation, deliberation, and human and civil rights; interaction of processes, rules and laws at local, state, national and international levels  |  |  |  |  |
| 1.4. Economics – Economic decision making including personal financial literacy; the nature of exchanges and markets and their consequences on people and environments; the national and global economy including economic systems, the government’s role in economic policy, concepts of economic interdependence, and principles of micro and macro economics  |  |  |  |  |
| 1.5. Geography – An understanding of the world in spatial and cultural terms; the physical and human characteristics of places, regions, and cultures; interaction of environment and society; spatial patterns and movements of human population; local regional and global interconnections  |  |  |  |  |
| 1.6. History – Multiple perspectives on significant eras, developments, and turning points from prehistoric times to the present; causes and effects in human society; forces of historical and cultural continuity and change; the impact of historical context, such as specific circumstance of time and place, in relation to broader regional, national, or global processes.  |  |  |  |  |
| 1.7. Social and Behavioral Sciences – An understanding of how individual behavior is affected by learning, personal identity, and development; how human behavior is influenced by society and society’s groups and institutions; how culture and cultural change, human adaption, and diversity influence human behavior  |  |  |  |  |
| 1.8. Diversity, Unity, Identity, and Interdependence – Cultural competency including interpersonal interactions and socio-cultural assets; consequences of discrimination, bias, stereotyping, marginalization, and prejudice on individuals and groups; the origins of conflict and cooperation; benefits of working for the common good, both within and between cultures  |  |  |  |  |
| 2. Performance Standards: Implements a and social studies 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 social studies concepts and processes  |  |  |  |  |
| 2.2. Models how historians, political scientists, economists, 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, and to take informed action |  |  |  |  |
| 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 among fact, opinion, and interpretation |  |  |  |  |
| 2.6. Provides opportunities for students to use historical, geographical, and social science research methods and tools, as well as develop and practice digital literacy |  |  |  |  |
| 2.7. Teaches students how to read, interpret and understand historical narratives, issue analyses, relevant data and argumentative essays, and how to create well-crafted pieces that synthesize learning and demonstrate proficiency |  |  |  |  |
| 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 major in history, political science, economics, geography, or other social science disciplines such as sociology, psychology, global studies, anthropology and world religions. The candidate must successfully complete a minimum of one course in each of the following: American History, World History, Economics, Geography, Political Science and either Psychology or Sociology. |  |  |  |  |
| 4. A minimum of a practicum, or the equivalent, at the secondary level (7-12) in, social studies. |  |  |  |  |
| 5. REQUIRED TESTING: Praxis II Subject Assessment: Social Studies - Test Code 5086. |  |  |  |  |