

# Social Science - Jurisdiction Specific Requirements (JSR)

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## Alabama

Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

## Alaska

No subject area-specific requirements are available. Out-of-state program must be NCATE/CAEP accredited or "equivalent" to NCATE/CAEP standards.

## Arizona

Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

## Arkansas

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# California

Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

# Colorado

## 1 CCR 301-101:4.18

To be endorsed in social studies, an applicant must hold an earned bachelor's or higher degree from an accepted institution of higher education; have completed an approved teacher preparation program including prescribed field experience and student teaching requirements; have completed an approved program in social studies; be knowledgeable about and able to instruct students in the Colorado Academic Standards in social studies; and have demonstrated the competencies specified below:

4.18(1) The social studies educator is knowledgeable about social studies including history, geography, political science and economics, and is able to effectively instruct students about:

4.18(1)(a) history including, but not limited to, Colorado, the United States and world history.

4.18(1)(b) geography including, but not limited to, cultural and physical geography, human geography and globalization.

4.18(1)(c) political science including, but not limited to, that of the United States and comparative state, local and other national governments.

4.18(1)(d) economics including, but not limited to, that of comparative economic theories, applications and institutions, past and present; micro-, macro-and global economics; and personal financial literacy.

4.18(1)(e) the behavioral and social sciences including, but not limited to, psychology, sociology, anthropology and concepts related and integral to the historical and current organization of culture and society.

4.18(2) The social studies educator is knowledgeable about and is able to:

4.18(2)(a) effectively demonstrate and instruct students about civil discourse in the classroom, including the utilization of oral and written communication and presentation.

4.18(2)(b) effectively analyze social and historical events from multiple perspectives for students and articulate an appropriate analytical approach with clarity and balance and without bias.

4.18(2)(c) effectively integrate discussion of and address with students grade level/age-appropriate current events and issues, including controversial issues, with clarity and balance and without bias.

4.18(2)(d) effectively instruct students about the use of primary and secondary source documents acquired through appropriate use of technology and other relevant means as part of informed research, and in the acquisition and enhancement of knowledge and skills.

4.18(2)(e) effectively teach students the skills of data analysis and interpretation.

4.18(2)(f) promote to students appropriate, relevant, positive and productive community service and experiences.

4.18(2)(g) provide students with identifiable connections between the various social science disciplines and other disciplines.

4.18(2)(h) implement informal and formal assessment tools relevant and appropriate to the social studies classroom, and apply assessment data to planning for student instruction.

4.18(2)(i) effectively demonstrate and instruct students about elements of social studies applications including, but not limited to, inquiry, an openness to new ideas, skepticism, analysis, problem-solving, decision-making and active citizenship, and provide opportunities for students to utilize these skills.

4.18(2)(j) integrate into instruction and provide opportunities for students to develop the skills of collaboration, critical-thinking and reasoning, information literacy, self-direction and invention.

4.18(3) The social studies educator shall self-assess the effectiveness of instruction based on the achievement of students and pursue continuous professional development through appropriate activities, coursework and participation in relevant professional organizations.

# Connecticut

On and after July 1, 1993, to receive an initial educator certificate for a special subject or field an applicant shall present evidence of meeting the following requirements, in addition to meeting the assessment requirements, as appropriate:

- (a) Holds a bachelor's degree from an approved institution;
- (b) Has a minimum of 39 semester hours of credit in general academic courses in five of the six areas listed below. A course in United States history, on and after July 1, 1998, a survey course in United States history comprised of not fewer than three semester hours of credit shall be included.
  - (1) Natural sciences;
  - (2) Social studies;
  - (3) Fine arts;
  - (4) English;
  - (5) Mathematics; and
  - (6) Foreign language;
- (c) Has completed a subject area major consisting of one of the following:
  - (1) A major awarded by an approved institution in the subject area for which endorsement is sought, except that a major in professional education may not be accepted in fulfillment of this requirement, provided that physical education and technology education majors may be accepted in fulfillment of this requirement; or
  - (2) A minimum of 30 semester hours of credit in the special subject or field for which certification is sought and a minimum of nine semester hours of credit in a subject or subjects directly related to the subject for which certification is sought, except that a major or course work in professional education may not be accepted in fulfillment of this requirement, provided that physical education and technology education majors or courses may be accepted in fulfillment of this requirement; or
  - (3) A major awarded by an approved institution in any one of the subjects covered by the endorsement, except that a major or course work in professional education may not be accepted in fulfillment of this requirement; and

(d) Has a minimum of 18 semester hours of credit in professional education in a planned program of study and experience to be distributed among each of the following:

- (1) Foundations of education. This group includes areas such as: (1) philosophy of education, (2) school effectiveness, (3) history of education and (4) comparative education;
- (2) Educational psychology. This group includes areas such as: (1) growth and development of children from birth through the life span, (2) psychology of learning, (3) child-adolescent psychology and (4) mental hygiene;
- (3) Curriculum and methods of teaching. This group includes areas such as: (1) subject-area curriculum and methodology and (2) effective teaching skills;
- (4) Supervised observation, participation and full-time responsible student teaching totaling at least six but not more than 12 semester hours of credit; and
- (5) A course of study in special education comprised of not fewer than 36 clock hours, which shall include study in understanding the growth and development of exceptional children, including handicapped and gifted and talented children and children who may require special education, and methods for identifying, planning for and working effectively with special-needs children in the regular classroom.

## Delaware

No subject area-specific requirements are available. Out-of-state program must be NCATE/CAEP accredited or "equivalent" to NCATE/CAEP standards.

## District of Columbia

Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

## Florida

Out-of-state approved teacher preparation program graduates meet educational requirements.

## Georgia

Out-of-state approved teacher preparation program graduates meet educational requirements.

## Guam

Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

## Hawaii

Out-of-state approved teacher preparation program graduates meet educational requirements.

## Idaho

Out-of-state program must be NCATE/TEAC/CAEP accredited.

## Iowa

Iowa Admin. Code 282-13.28

13.28(18) Social sciences.

k. All social sciences. 5-12. Completion of 51 semester hours in the social sciences to include 9 semester hours in each of American and world history, 9 semester hours in government, 6 semester hours in sociology, 6 semester hours in psychology other than educational psychology, 6 semester hours in geography, and 6 semester hours in economics.

## Kentucky

Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

## Louisiana

Out-of-state approved teacher preparation program graduates meet educational requirements.

# Maine

05-071 CMR Ch. 115, Pt. II, § 1.1

## 1.4 Endorsement: Secondary Teacher

A. Function: This endorsement on a teacher certificate allows the holder to teach students in grades 6 through grade 12 in one of the following endorsement areas: 100 English/language arts, 200 social studies 300 mathematics, 350 physical science, or 395 life science.

## 2. Endorsement Eligibility Pathway 2

(a) Earned at least a bachelor's degree from an accredited college or university, in accordance with Part I Section 6.1 of this rule;

(b) Completed a minimum of 24 semester hours in the areas relevant to the 6-12 endorsement area being sought. For purposes of this Section, this includes but is not limited to:

i. English (e.g., composition, literature, writing)

ii. Life science (e.g., biology, ecology, botany, zoology, anatomy, physiology, environmental science, entomology, ornithology)

iii. Mathematics (e.g., algebra, geometry, calculus, probability, statistics, finite math, number theory)

iv. Physical science (e.g., chemistry, physics, geology, earth science, astronomy, meteorology, oceanography, soil science)

v. Social studies (e.g., geography, history, economics, government, anthropology, psychology, sociology);

(c) Completed a minimum of three semester hours in diversity-centered content related to today's classroom (e.g., culturally responsive teaching, multicultural education, intercultural education, second language acquisition or world language teaching methods);

(d) Completed a minimum of three semester hours in human development, educational psychology, developmental psychology, adolescent psychology, or child development;

(e) Passed content area methods course;

(f) Completed an approved course for teaching students with exceptionalities in the regular classroom;

(g) Passed basic skills test in reading, writing, and mathematics, in accordance with Maine Department of Education Regulation 13, or achieved at least a 3.0 cumulative GPA in all courses required for the certification, or completed a successful portfolio review demonstrating competency in Maine's Initial Teacher Standards; and

(h) Completed one academic semester or a minimum of 15 weeks of full-time student teaching, or a combination of part-time and full-time student teaching in an amount equivalent to 15 weeks in the endorsement area at the specified grade level. This requirement shall be waived upon completion of one full year of successful teaching under a conditional certificate in the endorsement area at the specified grade level.

## Maryland

Out-of-state approved teacher preparation program graduates meet educational requirements.

## Massachusetts

Out-of-state approved teacher preparation program graduates meet educational requirements.

## Michigan

Out-of-state approved teacher preparation program graduates meet educational requirements.

# Minnesota

Subpart 1. Scope of practice. A teacher of social studies is authorized to provide to students in grades 5 through 12 instruction that is designed to provide an understanding of the following social studies concepts:

- A. culture and cultural diversity;
- B. the ways human beings view themselves in and over time;
- C. people, places, and environments;
- D. individual development and identity;
- E. interactions among individuals, groups, and institutions;
- F. how people create and change structures of power, authority, and governance;
- G. how people organize for production, distribution, and consumption of goods and services;
- H. relationships among science, technology, and society;
- I. global connections and interdependence; and
- J. ideals, principles, and practices of citizenship in a democratic republic.

Subp. 2. Licensure requirements. A candidate for licensure to teach social studies to students in grades 5 through 12 shall:

- A. hold a baccalaureate degree from a college or university that is regionally accredited by the association for the accreditation of colleges and secondary schools;
- B. demonstrate the standards for effective practice for licensing of beginning teachers in part 8710.2000; and
- C. show verification of completing a Professional Educator Licensing and Standards Board preparation program approved under chapter 8705 leading to the licensure of teachers of social studies in subpart 3.

Subp. 3. Subject matter standard. A candidate for licensure as a teacher of social studies must complete a preparation program under subpart 2, item C, that must include the candidate's demonstration of the knowledge and skills in items A to L.

- A. A teacher of social studies understands how human beings create, learn, and adapt culture. The teacher must understand:
  - (1) ways in which groups, societies, and cultures address human needs and concerns;

- (2) how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference;
- (3) culture as an integrated whole, including the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns;
- (4) societal patterns for preserving and transmitting culture while adapting to environmental or social change;
- (5) benefits of cultural diversity and cohesion, within and across groups;
- (6) patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding;
- (7) the causes and effects of stereotyping on American Indians within their society and on society as a whole;
- (8) specific cultural responses to persistent human issues; and
- (9) ideas, theories, and modes of inquiry drawn from anthropology and sociology in the examination of persistent issues and social problems.

B. A teacher of social studies understands historical roots based on what things were like in the past and how things change and develop over time. The teacher must understand:

- (1) that historical knowledge and the concept of time are socially influenced constructions that lead historians to be selective in the questions they seek to answer and in the evidence they use;
- (2) key concepts, including time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity;
- (3) historical periods and patterns of change within and across cultures;
- (4) the significance of American Indian oral tradition in the perpetuation of culture and history;
- (5) processes of critical historical inquiry to reconstruct and reinterpret the past;
- (6) multiple historical and contemporary viewpoints with viewpoints within and across cultures; and
- (7) ideas, theories, and modes of historical inquiry to analyze historical and contemporary developments, and to inform and evaluate actions concerning public policy issues.

C. A teacher of social studies understands the world within and beyond personal locations. The teacher must understand:

- (1) the relative location, direction, size, and shape of locales, regions, and the world;
- (2) how to create, interpret, use, and synthesize information from various representations of the earth;
- (3) appropriate resources, data sources, and geographic tools to generate and manipulate charts, graphs, and maps and to interpret information from resources including atlases, databases, and grid systems;
- (4) how to determine distance, scale, area, density, and distinguish spatial distribution patterns;
- (5) the relationships among various regional and global patterns of geographic phenomena;
- (6) physical earth system changes to explain geographic phenomena;
- (7) how people create places that reflect culture, human needs, government policy, and current values and ideals as they design and build specialized buildings, neighborhoods, shopping centers, urban centers, industrial parks, and the like;
- (8) physical and cultural patterns and their interactions;
- (9) how historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national, and global settings;
- (10) social and economic effects of environmental changes and crises resulting from phenomena; and
- (11) policies for the use of land and other resources in communities and regions.

D. A teacher of social studies understands that personal identity is shaped by an individual's culture, by groups, and by institutional influences. The teacher must understand:

- (1) personal connections to time, place, and social and cultural systems;
- (2) influences of various historical and contemporary cultures on an individual's daily life;

- (3) the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self;
- (4) the vital role the process of achieving harmony and balance and the American Indian value system play in American Indian philosophy and in the daily lives of American Indians;
- (5) concepts, methods, and theories about the study of human growth and development;
- (6) how ethnicity, nationality, and culture interact to influence specific situations or events;
- (7) the role of perceptions, attitudes, values, and beliefs in the development of personal identity;
- (8) the impact of stereotyping, conformity, acts of altruism, and other behaviors on individuals and groups;
- (9) how to work independently and cooperatively within groups and institutions to accomplish goals; and
- (10) factors that contribute to and damage mental health and issues that relate to mental health and behavioral disorders in contemporary society.

E. A teacher of social studies understands how institutions are formed, what controls and influences them, how institutions control and influence individuals and culture, and how institutions can be maintained or changed. The teacher must understand:

- (1) how concepts, including role, status, and social class, impact the connections and interactions of individuals, groups, and institutions in society;
- (2) group and institutional influences on people, events, and elements of culture in both historical and contemporary settings;
- (3) the various forms institutions take and how they develop and change over time;
- (4) how Minnesota-based Anishinabe reservations and Dakota communities are influenced by history, geography, and contemporary issues;
- (5) that expressions of individuality and efforts to promote social conformity by groups or institutions can result in tensions;
- (6) belief systems in contemporary and historical movement;

- (7) how institutions can further both continuity and change;
- (8) how groups and institutions meet individual needs and promote the common good in contemporary and historical settings; and
- (9) the application of ideas and modes of inquiry drawn from behavioral science and social theory in the examination of persistent issues and social problems.

F. A teacher of social studies understands the historical development of structures of power, authority, and governance and their evolving functions in contemporary United States society and other parts of the world. The teacher must understand:

- (1) persistent issues involving the rights, roles, and status of the individual in relation to the general welfare;
- (2) the purpose of government and how its powers are acquired, used, and justified;
- (3) ideas and mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society;
- (4) ways nations and organizations respond to conflicts between forces of unity and forces of diversity;
- (5) American Indian treaties and how they function, the meaning of tribal sovereignty, and the concept of sovereignty as related to tribal government;
- (6) the impact of ever changing United States policies on American Indians;
- (7) existing differing political systems and the role representative political leaders from selected historical and contemporary settings have had in shaping these systems;
- (8) conditions, actions, and motivations that contribute to conflict and cooperation within and among nations;
- (9) the role of technology in communications, transportation, information processing, development, or other areas as it contributes to or helps resolve conflicts;
- (10) how to apply ideas, theories, and modes of inquiry drawn from political science to the examination of persistent issues and social problems;

(11) the extent to which governments achieve their stated ideals and policies at home and abroad; and

(12) how public policy is formed and expressed.

G. A teacher of social studies understands how people organize for the production, distribution, and consumption of goods and services. The teacher must understand:

(1) how the scarcity of productive human, capital, technological, and natural resources requires the development of economic systems to make decisions about how goods and services are to be produced and distributed;

(2) the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system;

(3) the costs and benefits to society of allocating goods and services through private and public sectors;

(4) relationships among the various economic institutions that comprise economic systems;

(5) the role of specialization and exchange in economic processes;

(6) how values and beliefs influence economic decisions in different societies;

(7) basic economic systems according to how rules and procedures deal with demand, supply, prices, the role of government, banks, labor and labor unions, savings and investments, and capital;

(8) how to apply economic concepts and reasoning in evaluating historical and contemporary social developments and issues;

(9) differences between the domestic and global economic systems and how the two interact; and

(10) the relationship of production, distribution, and consumption in establishing socially desirable outcomes for resolving public issues.

H. A teacher of social studies understands the relationships among science, technology, and society. The teacher must understand:

(1) both current and historical examples of the interaction and interdependence of science, technology, and society in a variety of cultural settings;

- (2) how science and technology have transformed the physical world and human society to include its impact on time, space, place, and the interactions between humans and their environment;
- (3) how science and technology influence the core values, beliefs, and attitudes of society, and how core values, beliefs, and attitudes of society shape scientific and technological change;
- (4) how to evaluate various policies that have been proposed as ways of dealing with social changes resulting from new technologies, for example, genetically engineered plants and animals;
- (5) varied perspectives about human societies and the physical world using scientific knowledge, ethical standards, and technologies from diverse world cultures; and
- (6) strategies and policies for influencing public discussions associated with technology-society issues, such as the greenhouse effect.

I. A teacher of social studies understands the relationship of global connections among world societies to global interdependence. The teacher must understand:

- (1) how language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding;
- (2) conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations;
- (3) the effects of changing technologies on the global community;
- (4) causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues;
- (5) relationships and tensions between national sovereignty and global interests;
- (6) the role of international and multinational organizations in the global arena;
- (7) how individual behaviors and decisions connect with global systems; and
- (8) concerns, issues, and conflicts related to universal human rights.

J. A teacher of social studies understands that civic ideals and practices of citizenship is critical to full participation in society and is the central purpose of the social studies.

The teacher must understand:

- (1) the origins and the continuing influence of key ideals of the democratic republican form of government;
- (2) sources and examples of citizens' rights and responsibilities;
- (3) how to locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues that are representative of multiple points of view;
- (4) forms of civic discussion and participation that are consistent with the ideals of citizens in a democratic republic;
- (5) the influence of various forms of citizen action on public policy;
- (6) how to analyze a variety of public policies and issues from the perspective of formal and informal political actors;
- (7) how to evaluate the effectiveness of public opinion in influencing and shaping public policy development and decision-making;
- (8) the degree to which public policies and citizen behaviors reflect or foster the stated ideals of a democratic republican form of government;
- and
- (9) ways for strengthening the common good through citizen empowerment and action.

K. A teacher of social studies must demonstrate an understanding of the teaching of social studies that integrates understanding of the social studies disciplines with the understanding of pedagogy, students, learning, classroom management, and professional development. The teacher of social studies to preadolescent and adolescent students shall:

- (1) understand and apply educational principles relevant to the physical, social, emotional, moral, and cognitive development of preadolescents and adolescents;
- (2) understand and apply the research base for and the best practices of middle and high school education;
- (3) develop curriculum goals and purposes based on the central concepts of each social studies discipline and know how to apply instructional strategies and materials for achieving student understanding of these disciplines;
- (4) understand the role and alignment of district, school, and department mission and goals in program planning;

- (5) understand the need for and how to connect students' schooling experiences with everyday life, the workplace, and further educational opportunities;
- (6) know how to involve representatives of business, industry, and community organizations as active partners in creating educational opportunities; and
- (7) understand the role and purpose of cocurricular and extracurricular activities in the teaching and learning process.

L. A teacher of social studies must understand the content and methods for teaching reading including:

- (1) knowledge of reading processes and instruction including:
  - (a) orthographic knowledge and morphological relationships within words;
  - (b) the relationship between word recognition and vocabulary knowledge, fluency, and comprehension in understanding text and content materials;
  - (c) the importance of direct and indirect vocabulary instruction that leads to enhanced general and domain-specific word knowledge;
  - (d) the relationships between and among comprehension processes related to print processing abilities, motivation, reader's interest, background knowledge, cognitive abilities, knowledge of academic discourse, and print and digital text; and
  - (e) the development of academic language and its impact on learning and school success; and
- (2) the ability to use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction including:
  - (a) the appropriate applications of a variety of instructional frameworks that are effective in meeting the needs of readers of varying proficiency levels and linguistic backgrounds in secondary settings;and

(h) the ability to plan instruction and select strategies that help students read and understand social studies texts and spur student interest in more complex reading materials, including the ability to help students:

- i. recognize fact and opinion (b) the ability to scaffold instruction for students who experience comprehension difficulties;
- (c) selection and implementation of a wide variety of before, during, and after reading comprehension strategies that develop reading and metacognitive abilities;
- (d) the ability to develop and implement effective vocabulary strategies that help students understand words including domain-specific content words;
- (e) the ability to develop critical literacy skills by encouraging students to question texts and analyze texts from multiple viewpoints or perspectives;
- (f) the ability to identify instructional practices, approaches, and methods and match materials, print and digital, to the cognitive levels of all readers, guided by an evidence-based rationale, which support the developmental, cultural, and linguistic differences of readers;
- (g) the appropriate applications of a wide variety of instructional frameworks that are effective in meeting the needs of readers in secondary school settings across developmental levels, proficiency, and linguistic backgrounds; and the words that signal opinions and judgments;
- ii. distinguish between primary and secondary sources, for example, historical record versus textbook;
- iii. thinking critically, for example, drawing inferences or conclusions from facts, analyzing author's purpose and point of view, discerning cause and effect relationships, detecting bias, and evaluating evidence;

- iv. using and interpreting maps, globes, and other nonlinguistic or graphic tools such as timelines, photographs, charts, statistical tables, digital tools, and political cartoons; and
- v. using other text features such as glossaries, indexes, detailed databases about countries, and appendices of documents or maps.

Subp. 3a. Student teaching and field experiences. A candidate for licensure to teach social studies must have a broad range of targeted field-based experiences, of a minimum of 100 hours prior to student teaching, that provide opportunities to apply and demonstrate competency of professional dispositions and the required skills and knowledge under this part and part 8710.2000.

Across the combination of student teaching and other field-based placements, candidates must have experiences teaching the content at both the middle level, grades 5 through 8, and high school level, grades 9 through 12.

For initial teacher licensure, the student teaching period must be a minimum of 12 continuous weeks, full time, face-to-face, in which the candidate is supervised by a cooperating teacher, and evaluated at least twice by qualified faculty supervisors in collaboration with the cooperating teachers.

Subp. 4. Continuing license. A continuing license shall be issued and renewed according to the rules of the Professional Educator Licensing and Standards Board governing continuing licensure.

Minn. R. 8710.4800

## Mississippi

Out-of-state approved teacher preparation program graduates meet educational requirements.

## Missouri

Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

# Nebraska

Neb. Admin. R. & Regs. Tit. 92, Ch. 24, § 006

006.55C Persons with this endorsement may teach any social sciences course in grades 7 through 12.

006.55D Certification Endorsement Requirements: This endorsement requires a minimum of 60 semester hours of course work in the social sciences (Economics, Geography, History, Political Science, Psychology, and either Anthropology or Sociology). The 60 semester hours include a minimum of 21 semester hours in History, of which nine (9) must be in U.S. History and nine (9) in World History. There must be a minimum of six (6) semester hours in each of the remaining five social sciences areas (Economics, Geography, Political Science, Psychology, and either Anthropology or Sociology).

# Nevada

Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

# New Hampshire

N.H. Code Admin. R. Ed 507.28

c) A candidate for certification as a social studies teacher for grades 5-12 shall have skills, competencies and knowledge in the following areas:

(1) In the area of content, the ability to explain the importance of knowledge in each of the following areas, including ways in which each subject area provides insight into contemporary society:

- a. New Hampshire and United States civics and government;
- b. Economics;
- c. Geography;
- d. United States and New Hampshire history; and
- e. World history;

(2) In the area of content, the ability to exhibit knowledge of the basic concepts, generalizations, and issues of the subject areas, including an in-depth understanding of history and one of the following subject areas:

- a. New Hampshire and United States civics and government;
- b. Economics;
- c. Geography; and
- d. World history;

(3) In the area of related subject content, the ability to explain the importance of at least one of the following behavioral sciences including ways in which it provides insight into contemporary society:

- a. Anthropology;
- b. Psychology; or
- c. Sociology;

(4) In the area of content, the ability to demonstrate the research methodology of professionals in at least one of the 5 subject areas referred to in (c)(1) above, or a related social studies subject area;

(5) In the area of pedagogy, the ability to:

- a. Develop comprehensive unit plans which integrate materials and concepts from 2 or more social science disciplines listed in (1) that envelop essential questions, central themes, issues or problems and that coherently link to daily lessons;
- b. Design learning activities that employ research methods unique to the social sciences including activities in which students design inquiries based on compelling essential questions;
- c. Demonstrate the capacity to use a variety of social studies learning activities and techniques in order to:
  1. Foster in students a commitment to and an ability to engage in democratic processes and decision-making;
  2. Provide exposure to and opportunities to express multiple interpretations of issues;
  3. Encourage in students a capacity for deliberation and thoughtful exchange of competing viewpoints between citizens within and outside the classroom;
  4. Develop students' critical thinking, using a variety of instructional methods including how to assess the quality of information and ethical, legal or policy analyses;
  5. Gather and evaluate primary and secondary sources from civics, economics, geography and history with the purpose of using evidence to support claims;
  6. Assess how factual information, opinion, entertainment, and advertising are presented differently in various media;
  7. Apply a range of deliberative and democratic strategies and procedures to carry out analyses, make decisions and communicate ideas via oral and written expression;
  8. Create structured and varied opportunities for students to participate in informed ways via community resources and projects;and

d. Promote adolescent literacy and incorporate relevant literacy standards by using literacy strategies in order to foster comprehension and develop social studies skills.

## New Jersey

### Degree Requirement

A minimum of a bachelor's degree is required from a regionally accredited college/university.

### Cumulative GPA Requirement

## New Mexico

Official sealed transcripts reflecting completion of a Bachelor's degree from a regionally accredited college or university; and 24 semester hours of Secondary education course work, 12 semester hours of which must be in upper division courses, to include student teaching; and 24 semester hours in teaching field such as language arts, social studies, math, etc; and 3 semester hours in teaching reading for those who first entered any college or university on or after August 1, 2001

## New York

Out-of-state approved teacher preparation program graduates meet educational requirements.

## North Carolina

Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

## North Dakota

Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

## Ohio

Out-of-state approved teacher preparation program graduates meet educational requirements.

## Oklahoma

Out-of-state approved teacher preparation program graduates meet educational requirements.

## Oregon

Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

## Pennsylvania

Out-of-state approved teacher preparation program graduates meet educational requirements.

## Puerto Rico

Out-of-state approved teacher preparation program graduates meet educational requirements.

## Rhode Island

Out-of-state approved teacher preparation program graduates meet educational requirements.

## South Carolina

Out-of-state approved teacher preparation program graduates meet educational requirements.

## South Dakota

Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

# Texas

Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

# Utah

Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

# Vermont

5440-15 Social Studies  
(Revised June 2018)

The holder is authorized to teach social studies in grades 7-12.

In order to qualify for this endorsement, the candidate shall demonstrate the following:

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; constructing arguments; communicating conclusions and taking informed action
- 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 [FN1] 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.

# Virginia

## 8 VAC 20-23-390

A. Endorsement requirements. The candidate shall have:

1. Earned a baccalaureate degree from a regionally accredited college or university and graduated from an approved teacher preparation program in history and social sciences; or
2. Earned a baccalaureate degree from a regionally accredited college or university and completed 51 semester hours of coursework distributed in each of the following areas:
  - a. History: a major in history or 18 semester hours in history (shall include coursework in American history, Virginia history, and world history and may include African American history);
  - b. Political science: a major in political science or 18 semester hours in political science, which shall include coursework in American government (state and local government);
  - c. Geography: nine semester hours; and
  - d. Economics: six semester hours.

All candidates shall have also completed instruction in African American history, either as part of the degree program or through other department-approved alternatives, which shall include (i) an understanding of African origins; (ii) the African diaspora; (iii) developments of the Black experience in North America; (iv) the institution of slavery in the United States, including historical perspectives of the enslaved; and (v) how African Americans helped shape and have been shaped by American society.

## 8 VAC 20-23-190

Professional studies requirements for preK-12, secondary grades 6-12, and adult education endorsements: 18 semester hours. Professional studies requirements for special education endorsements: 21 semester hours. These requirements may be taught in integrated coursework or modules.

1. Human development and learning (birth through adolescence): 3 semester hours.

a. Skills in this area shall contribute to an understanding of the physical, social, emotional, speech and language, and intellectual development of children and the ability to use this understanding in guiding learning experiences and relating meaningfully to students.

b. The interaction of children with individual differences - economic, social, racial, ethnic, religious, physical, and cognitive - should be incorporated to include skills contributing to an understanding of developmental disabilities and developmental issues related to, but not limited to, low socioeconomic status; attention deficit disorders; developmental disabilities; gifted education, including the use of multiple criteria to identify gifted students; substance abuse; trauma, including child abuse and neglect and other adverse childhood experiences; and family disruptions.

2. Curriculum and instruction: 3 semester hours.

a. Skills in this area shall contribute to an understanding of the principles of learning; the application of skills in discipline-specific methodology; varied and effective methods of communication with and among students; selection and use of materials, including media and contemporary technologies; selection, development, and use of appropriate curricula, methodologies, and materials that support and enhance student learning and reflect the research on unique, age-appropriate, and culturally relevant curriculum and pedagogy.

b. Understanding of the principles of online learning and online instructional strategies and the application of skills to deliver online instruction shall be included.

c. Instructional practices that are sensitive to culturally and linguistically diverse learners, including English learners; gifted and talented students and students with disabilities; and appropriate for the level of endorsement sought shall be included.

d. Teaching methods shall be tailored to promote student academic progress and effective preparation for the Virginia Standards of Learning assessments.

e. Methods of improving communication between schools and families, ways of increasing family engagement in student learning at home and in

school, and family engagement with the Virginia Standards of Learning shall be included.

f. Study in child abuse recognition and intervention in accordance with curriculum guidelines developed by the Virginia Board of Education in consultation with the Virginia Department of Social Services and training or certification in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators shall be included. The certification or training program shall (i) be based on the current national evidenced-based emergency cardiovascular care guidelines for cardiopulmonary resuscitation and the use of automated external defibrillator, such as a program developed by the American Heart Association or the American Red Cross, and (ii) include hands-on practice of the skills necessary to perform cardiopulmonary resuscitation.

g. Curriculum and instruction for secondary grades 6-12 endorsements shall include middle and secondary education.

h. Pre-student teaching experiences (field experiences) should be evident within these skills. For preK-12, field experiences shall be at the elementary, middle, and secondary levels.

3. Assessment of and for learning: 3 semester hours.

a. Skills in this area shall be designed to develop an understanding and application of creating, selecting, and implementing valid and reliable classroom-based assessments of student learning, including formative and summative assessments. Assessments designed and adapted to meet the needs of diverse learners shall be addressed.

b. Analytical skills necessary to inform ongoing planning and instruction, as well as to understand, and help students understand their own progress and growth shall be included.

c. Skills shall also include the ability to understand the relationships among assessment, instruction, and monitoring student progress to include student performance measures in grading practices, the ability to interpret valid assessments using a variety of formats in order to measure student attainment of essential skills in a standards-based environment, and the ability to analyze assessment data to make decisions about how to improve instruction and student performance.

- d. Understanding of state assessment programs and accountability systems, including assessments used for student achievement goal-setting as related to teacher evaluation and determining student academic progress shall be included.
  - e. Knowledge of legal and ethical aspects of assessment and skills for developing familiarity with assessments used in preK-12 education such as diagnostic, college admission exams, industry certifications, and placement assessments shall be included.
4. Foundations of education and the teaching profession: 3 semester hours.
- a. Skills in this area shall be designed to develop an understanding of the historical, philosophical, and sociological foundations underlying the role, development, and organization of public education in the United States.
  - b. Attention shall be given to the legal status of teachers and students, including federal and state laws and regulations; school as an organization and culture; and contemporary issues and current trends in education, including the impact of technology on education. Local, state, and federal governance of schools, including the roles of teachers and schools in communities shall be included.
  - c. Professionalism and ethical standards, as well as personal integrity shall be addressed.
  - d. Knowledge and understanding of Virginia's Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers shall be included.
5. Classroom and behavior management: 3 semester hours.
- a. Skills in this area shall contribute to an understanding and application of research-based classroom and behavior management techniques, classroom community building, positive behavior supports, and individual interventions, including techniques that promote emotional well-being and teach and maintain behavioral conduct and skills consistent with norms, standards, and rules of the educational environment.
  - b. This area shall address diverse approaches based upon culturally responsive behavioral, cognitive, affective, social and ecological theory and practice.

c. Approaches should support professionally appropriate practices that promote positive redirection of behavior, development of social skills and of self-discipline.

d. Knowledge and an understanding of various school crisis management and safety plans and the demonstrated ability to create a safe, orderly classroom environment shall be included. The link between classroom management and the students' ages shall be understood and demonstrated in techniques used in the classroom.

6. Language and literacy.

a. Adult education, preK-12, and secondary grades 6-12 - literacy in the content areas: 3 semester hours. Skills in this area shall be designed to impart an understanding of vocabulary development and comprehension skills in English, mathematics, science, history and social science, and other content areas. Strategies include teaching students how to ask effective questions, summarize and retell both verbally and in writing, and listen effectively. Teaching strategies include literal, interpretive, critical, and evaluative comprehension, as well as the ability to foster appreciation of a variety of fiction and nonfiction texts and independent reading for adolescent learners.

b. Special education - language acquisition and reading and writing: 6 semester hours. Skills listed for these endorsement areas represent the minimum competencies that a beginning teacher shall be able to demonstrate. These skills are not intended to limit the scope of a beginning teacher's program. Additional knowledge and skills that add to a beginning teacher's competencies to deliver instruction and improve student achievement should be included as part of a quality learning experience.

(1) Language acquisition: 3 semester hours. Skills in this area shall be designed to impart a thorough understanding of the Virginia English Standards of Learning, as well as the complex nature of language acquisition as a precursor to literacy. Language acquisition shall follow the typical development of linguistic competence in the areas of phonetics, semantics, syntax, morphology, phonology, and pragmatics.

(2) Reading and writing: 3 semester hours. Skills in this area shall be designed to impart a thorough understanding of the Virginia English Standards of Learning, as well as the reciprocal nature of reading and writing. Reading shall include phonemic and other phonological awareness, concept of print, phonics, fluency, vocabulary development, and comprehension strategies. Writing shall include writing strategies and conventions as supporting the composing and written expression and usage and mechanics domains. Additional skills shall include proficiency in understanding the stages of spelling development and the writing process and the ability to foster appreciation of a variety of fiction and nonfiction texts and independent reading.

7. Supervised classroom experience. Supervised clinical experiences shall be continuous and systematic and comprised of early field experiences and a minimum of 10 weeks of successful full-time student teaching in the endorsement area sought under the supervision of a cooperating teacher with demonstrated effectiveness in the classroom. The summative supervised student teaching experience shall include at least 150 clock hours spent in direct teaching at the level of endorsement in a public or accredited nonpublic school.

If a preK-12 endorsement is sought, teaching activities shall be at the elementary and middle or secondary levels. Individuals seeking the endorsement in library media shall complete the supervised school library media practicum in a school library media setting. Individuals seeking an endorsement in an area of special education shall complete the supervised classroom experience requirement in the area of special education for which the endorsement is sought. One year of successful full-time teaching experience in the endorsement area in a public or an accredited nonpublic school may be accepted in lieu of the supervised teaching experience. For the Online Teacher License only, one year of successful online teaching experience in the endorsement area in a public school, an accredited nonpublic school, or an accredited virtual school or program may be accepted in lieu of the supervised teaching experience. A fully licensed, experienced teacher shall be available in the school building to assist a beginning teacher employed through the alternate route.

## Washington

Out-of-state approved teacher preparation program graduates meet educational requirements.

## West Virginia

Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

## Wisconsin

Wisconsin standards are aligned with CAEP (and relevant SPA) standards.

Wis. Adm. Code  $\beta$  P 34.040 (g) Out--of--state program. The applicant meets all of the following requirements:

1. Completed an out--of--state educator preparation program that meets all of the following requirements: a. Is approved by the state education agency of the state in which it is located. b. Is comparable to an approved program, including student teaching experience.
2. Received an institutional endorsement from the preparation program.
3. Demonstrated content knowledge by meeting the requirements under s. P 34.021 (1) (c).
4. Demonstrated pedagogical knowledge, as required under s. P 34.021 (1) (d).

Wis. Adm. Code  $\beta$  P 34.002 Except as otherwise provided in this chapter, to receive a license to teach under subch. VI, an applicant shall complete an approved program and demonstrate proficient performance in the knowledge, skills, and dispositions in all of the following:

- (1) PUPIL DEVELOPMENT. The teacher understands how pupils grow and develop, recognizing that patterns of learning and development vary individually

within and across the cognitive, linguistic, social, emotional, and physical areas. The teacher designs and implements developmentally appropriate and challenging learning experiences for pupils.

(2) LEARNING DIFFERENCES. The teacher uses his or her understanding of individual pupil differences and diverse cultures and communities to ensure inclusive learning environments that enable each pupil to meet high standards.

(3) LEARNING ENVIRONMENTS. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self--motivation.

(4) CONTENT KNOWLEDGE. The teacher understands the central concepts, tools of inquiry, and structures of each discipline he or she teaches. The teacher creates learning experiences that make the discipline accessible and meaningful for pupils to assure mastery of the content.

(5) APPLICATION OF CONTENT. The teacher understands how to connect concepts and use differing perspectives to engage pupils in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

(6) ASSESSMENT. The teacher understands and uses multiple methods of assessment to engage pupils in their own growth, to monitor pupil progress, and to guide the teacher's and pupil's decision making.

(7) PLANNING FOR INSTRUCTION. The teacher plans instruction that supports every pupil in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross--disciplinary skills, pedagogy, pupils, and pupils' communities.

(8) INSTRUCTIONAL STRATEGIES. The teacher understands and uses a variety of instructional strategies to encourage pupils to develop a deep understanding of content areas and their connections, and to develop skills to apply knowledge in a meaningful way.

(9) PROFESSIONAL LEARNING AND ETHICAL PRACTICE. The teacher engages in ongoing professional learning. The teacher uses evidence to continuously evaluate the teacher's practice, including the effects of the teacher's choices and actions on pupils, their families, other educators, and the

community. The teacher adapts the teacher's practice to meet the needs of each pupil.

(10) LEADERSHIP AND COLLABORATION. The teacher seeks appropriate leadership roles and opportunity in order to take responsibility for pupil learning, to collaborate with pupils, their families, educators, and the community, and to advance the profession.

## Wyoming

Out-of-state approved teacher preparation program graduates meet educational requirements.