

Content Guidelines/Standards Matrix

College/University: University of Detroit Mercy

Code: **RX**

Source of Guidelines/Standards: Michigan State Board of Education, December 2001

Program/Subject Area: **Social Studies**

Directions: List required courses on matrix and provide additional narrative to explain how standards are met. If electives are included, they should be clearly indicated. Adjust size of cells as needed.

#	Standard/Guideline	Narrative Explaining How Required Courses and/or Experiences Fulfill the Standards
1.0	HISTORICAL PERSPECTIVE	
1.1	Time and Chronology	
1.a	The teacher candidate is able to sequence chronologically major eras within United States and world history and key events within those eras in order to examine relationships and to explain cause and effect.	<p align="center">Elementary and Secondary</p> <p>Majors and Elementary Minor: THESE ARE THE CORE COURSES FOR SOCIAL STUDIES MAJOR AND MINOR: HIS 160 Comparative Civilizations HIS 250 The United States to 1877 (Required for majors only) HIS 251 The United States since 1877 (Required for majors only) HIS 457 Michigan History ECN 295 Microeconomic Principles ECN 296 Macroeconomic Principles (Required for majors only) ECN 100 Introduction to Economics (Offered for Elementary minor 6 hours of electives) ECN 137 World Economic Geography (Another choice for Elementary minors) GEO 211 World Regional Geography GEO 212 Geography of Michigan POL 100 Introduction to Political Science POL 210 American Politics</p> <p>History professors emphasize the idea in all courses that what makes History more than just chronology is its focus on causes and consequences of events. Through the use of research, including primary sources, lecture, discussion, reading, writing exams and essays/term papers, and performances in the above History courses, majors and minors learn about time and chronology and cause and effect. This knowledge is enhanced appropriately and naturally through study in the Economic, Geography, and Political Science course work of the classes listed above. For example, while studying economic principles of distribution, the students would consider the impact of the Great Depression on distribution. Geographical events such as the drought would</p>

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(cont.)		be studied as well as the Federal, state, and local government interventions and their impact on distribution. Similar examples of such interdisciplinary study are identified in the objectives of the Geography and Political science courses; the chronological events are simply viewed through the respective discipline lenses. Syllabi of 200, 300, and 400 level courses from which majors and minors must elect six more hours of course work demonstrate that students will have opportunity to deepen and broaden their understandings of these concepts.
1.1b	The teacher candidate is able to assist students to sequence chronologically major eras within United States and world history and key events within those eras in order to examine relationships and to explain cause and effect.	<p style="text-align: center;">Elementary and Secondary</p> <p>Majors and Elementary Minor: Elementary teacher candidates learn to apply their knowledge and skills for assisting K-12 students to learn this concept in EDU 442 Methods and Materials of Instruction for Social Science in Elementary and Middle Schools. The goal of this course is the understanding and mastery of various teaching methodologies for social studies, and the use of chronology in the teaching of history is generally addressed in Objective 7 of the syllabus and specifically addressed in week of February 8th. Students use this developing knowledge of the use of chronology to develop an age-appropriate history lesson, as is also referenced in the syllabus. Competency is also evaluated through quizzes, exams, and presentation of History lesson plan to the whole class. The curriculum of the EDU 473 course (Curriculum and Methods of Teaching in Secondary Schools II: Social Studies), is based on the PASS model of Social Studies (Powerful and Authentic Social Studies) and makes the learning of Social Studies relevant and powerful for teacher certification students through the use of experiential learning. History-related pedagogy is explored specifically weeks Jan. 11, 18, 25 and pedagogical learning is demonstrated in the required course portfolio based specifically on this Content Guidelines/Standards Matrix document.</p>
1.2	Comprehending the Past	Elementary and Secondary
1.2.a	The teacher candidate is able to understand narratives about major eras of American and world history by identifying the people involved, describing the setting and sequencing events.	<p>Majors and Elementary Minor: THESE ARE THE CORE COURSES FOR SOCIAL STUDIES MAJOR AND MINOR: HIS 160 Comparative Civilizations HIS 250 The United States to 1877 (Required for majors only) HIS 251 The United States since 1877 (Required for majors only) HIS 457 Michigan History ECN 295 Microeconomic Principles ECN 296 Macroeconomic Principles (Required for majors only) ECN 100 Introduction to Economics (Offered for Elementary minor 6 hours of electives) ECN 137 World Economic Geography (Another choice for Elementary minors) GEO 211 World Regional Geography</p>

#	Standard/Guideline	Narrative Explaining How Required Courses and/or Experiences Fulfill the Standards
1.2.a (cont.)		GEO 212 Geography of Michigan POL 100 Introduction to Political Science POL 210 American Politics History courses require students to read historical texts and primary sources, to engage in classroom discussions, to make presentations, and to write exams and papers that require them to use historical narratives to explain how people, events, and places interacted. The History courses listed above (160, 250, 251, and 457) include these activities and experiences. As explained in Standard 1.1a, the other core social science courses and electives complement the learning as appropriate in the presentation of their specific concepts.
1.2.b	The teacher candidate is able to assist students in understanding narratives about major eras of American and world history by identifying the people involved, describing the setting and sequencing events.	<p style="text-align: center;">Elementary and Secondary</p> <p>Majors and Elementary Minor: Elementary teacher candidates learn to apply their knowledge and skills for assisting K-12 students to learn this concept in EDU 442 Methods and Materials of Instruction for Social Science in Elementary and Middle Schools. The goal of this course is the understanding and mastery of various teaching methodologies for social studies, and the understanding and use of narratives in the teaching of history is generally addressed in Objective 7 of the syllabus and specifically addressed in week of February 8th. Students use this developing knowledge of the use of narratives to develop an age-appropriate history lesson, as is also referenced in the syllabus. Competency is also evaluated through quizzes, exams, and the presentation of history lesson plan to the whole class. The curriculum of the EDU 473 course (Curriculum and Methods of Teaching in Secondary Schools II: Social Studies), is based on the PASS model of Social Studies (Powerful and Authentic Social Studies) and makes the learning of Social Studies relevant and powerful for teacher certification students through the use of experiential learning. History-related pedagogy is explored specifically weeks Jan. 11, 18, 25 and pedagogical learning is demonstrated in the required course portfolio based specifically on this Content Guidelines/Standards Matrix document.</p>
1.3	Analyzing and Interpreting the Past	<p style="text-align: center;">Elementary and Secondary</p>

#	Standard/Guideline	Narrative Explaining How Required Courses and/or Experiences Fulfill the Standards
1.3.a	The teacher candidate is able to reconstruct the past by comparing interpretations written by others from a variety of perspectives and creating narratives from evidence.	<p>Majors and Elementary Minor: THESE ARE THE CORE COURSES FOR SOCIAL STUDIES MAJOR AND MINOR: HIS 160 Comparative Civilizations HIS 250 The United States to 1877 (Required for majors only) HIS 251 The United States since 1877 (Required for majors only) HIS 457 Michigan History ECN 295 Microeconomic Principles ECN 296 Macroeconomic Principles (Required for majors only) ECN 100 Introduction to Economics (Offered for Elementary minor 6 hours of electives) ECN 137 World Economic Geography (Another choice for Elementary minors) GEO 211 World Regional Geography GEO 212 Geography of Michigan POL 100 Introduction to Political Science POL 210 American Politics</p> <p>These core History courses, as do all History courses, require candidates to question historical facts, relationships, and interpretations and to create narratives from evidence. Students demonstrate their understanding of historical events, eras, and people through their writings, class room discussion, and written examinations. For example in HIS 251, U.S. Since 1877, the students read <i>All Souls: A Family Story From Southie</i> by Michael Patrick MacDonald and then to interview a person and respond in a narrative format to items such as the interviewee’s employment history and topics such as urban poverty and racism. Other Social Studies courses support the students’ learning through requiring comparison of concepts unique to their discipline.</p>
1.3.b	The teacher candidate is able to assist students to reconstruct the past by comparing interpretations written by others from a variety of perspectives and creating narratives from evidence.	<p style="text-align: center;">Elementary and Secondary</p> <p>Majors and Elementary Minor: Elementary teacher candidates learn to apply their knowledge and skills for assisting K-12 students to learn this concept in EDU 442 Methods and Materials of Instruction for Social Science in Elementary and Middle Schools. The goal of this course is the understanding and mastery of various teaching methodologies for social studies, and the understanding and use of perspectives in the teaching of history is generally addressed in Objective 7 in the syllabus and more specifically addressed in the week of February 8th. Students use this developing knowledge of the importance of interpreting and utilizing perspectives to develop an age-appropriate history lesson, as is also referenced in the syllabus. Competency is also evaluated through quizzes, exams, and presentation of history lesson plan to the whole class. The curriculum of the EDU 473 course (Curriculum and Methods of Teaching in Secondary Schools II: Social Studies), is based on the PASS model of Social Studies (Powerful and Authentic Social Studies) and makes the learning of Social Studies relevant and powerful for teacher certification students through the use of experiential learning. History-</p>

#	Standard/Guideline	Narrative Explaining How Required Courses and/or Experiences Fulfill the Standards
		related pedagogy is explored specifically weeks Jan. 11, 18, 25 and pedagogical learning is demonstrated in the required course portfolio based specifically on this Content Guidelines/Standards Matrix document.
1.4	Judging Decisions from the Past	
1.4.a	The teacher candidate is able to evaluate key decisions made at critical turning points in history by assessing their implications and long-term consequences.	<p style="text-align: center;">Elementary and Secondary</p> <p>Majors and Elementary Minor: THESE ARE THE CORE COURSES FOR SOCIAL STUDIES MAJOR AND MINOR: HIS 160 Comparative Civilizations HIS 250 The United States to 1877 (Required for majors only) HIS 251 The United States since 1877 (Required for majors only) HIS 457 Michigan History ECN 295 Microeconomic Principles ECN 296 Macroeconomic Principles (Required for majors only) ECN 100 Introduction to Economics (Offered for Elementary minor 6 hours of electives) ECN 137 World Economic Geography (Another choice for Elementary minors) GEO 211 World Regional Geography GEO 212 Geography of Michigan POL 100 Introduction to Political Science POL 210 American Politics</p> <p>The core History courses listed above include lectures, readings, and writings that ensure that teacher candidates know how to evaluate key decisions made at history turning points and can explain their impact on events and eras following the decisions. For example, in HIS 160, the students study historical periods chronologically with an emphasis on how one period and group of people influenced the following one. One topic, “16th century Africa and the foundations of European contributions to the modern world ...” illustrates how students learn to assess key decisions and their consequences. Other Social Studies courses require their students to make similar evaluations and interpretations of concepts in their disciplines.</p> <p style="text-align: center;">Elementary and Secondary</p>

#	Standard/Guideline	Narrative Explaining How Required Courses and/or Experiences Fulfill the Standards
1.4.b	The teacher candidate is able to assist students to evaluate key decisions made at critical turning points in history by assessing their implications and long-term consequences.	Elementary and Secondary
2.0.b	GEOGRAPHIC PERSPECTIVE	
2.1.a	The teacher candidate is able to assist students to evaluate key decisions made at critical turning points in history by assessing their implications and long-term consequences. The teacher candidate is able to describe, compare and explain the locations and characteristics of places, cultures and settlements.	<p style="text-align: center;">Elementary and Secondary</p> <p>Majors and Elementary Minor: THESE ARE THE CORE COURSES FOR SOCIAL STUDIES MAJOR AND MINOR: GEO 211 World Regional Geography GEO 212 Geography of Michigan ECN 137 World Economic Geography (Another choice for Elementary minors) ECN 295 Microeconomic Principles ECN 296 Macroeconomic Principles (Required for majors only) ECN 100 Introduction to Economics (Offered for Elementary minor 6 hours of electives) HIS 160 Comparative Civilizations HIS 250 The United States to 1877 (Required for majors only) HIS 251 The United States since 1877 (Required for majors only) HIS 457 Michigan History POL 100 Introduction to Political Science POL 210 American Politics</p> <p>The objectives for GEO 211 World Regional Geography, GEO 212 Geography of Michigan, and for ECN 137 World Economic Geography (An elective selected by Elementary Social Studies Minors), clearly indicate that through reading, lecture, discussion, compositions, research projects, and examinations students will learn to identify physical features of world areas and to analyze the impact of such features on historical,</p>

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		<p>economic, and political events and policies. In the core History, Economic, and Political Science courses, characteristics of locations, cultures, and settlements are appropriately and naturally included in the faculty presentations and student documents and performances unique to each discipline. For example, in HIS 160 Comparative Civilizations, the students examine the contributions of various world cultures and civilizations. Knowing the geographical location of cultures and civilizations is basic. ECN 295 Microeconomic Principles and ECN 296 Macroeconomic Principles use model analysis, lecture, and readings to help students attain a basic understanding of the theory governing various aspects of human behavior regarding consumption, production, distribution etc. The same is true for gaining understanding of the workings of any given economy and its growth. Students learn the basic relationship of geographical place to understanding the economic theories and policies. Through lecture, study guides, readings, discussions, and case studies, students learn the importance of location in understanding the political science concepts presented in POL 100 Introduction to Political Science and in POL 210 American Politics. The examples of 200, 300, and 400 elective courses included on Form XX provide the students with ample opportunities to deepen and broaden their understandings of geographical places, cultures and settlements.</p>
2.1.b	The teacher candidate is able to assist students to describe, compare and explain the locations and characteristics of places, cultures and settlements.	<p style="text-align: center;">Elementary and Secondary</p> <p>Majors and Elementary Minor: Elementary teacher candidates learn to apply their knowledge and skills for assisting K-12 students to learn this concept in EDU 442 Methods and Materials of Instruction for Social Science in Elementary and Middle Schools. The goal of this course is the understanding and mastery of various teaching methodologies for social studies, and developing student competence in teaching of geographical concepts is specifically addressed in the weeks of February 1 and March 1. Students use this developing knowledge of geography-related pedagogy to develop an age-appropriate Geography lesson, as is also referenced in the syllabus. Competency is also evaluated through quizzes, exams, and the presentation of Geography lesson plan to the whole class. The curriculum of the EDU 473 course (Curriculum and Methods of Teaching in Secondary Schools II: Social Studies), is based on the PASS model of Social Studies (Powerful and Authentic Social Studies) and makes the learning of Social Studies relevant and powerful for teacher certification students through the use of experiential learning. Geography pedagogy is explored specifically weeks Jan. 11, 18, 25 and pedagogical learning is demonstrated in the required course portfolio based specifically on this Content Guidelines/Standards Matrix document.</p>
2.2	Human/Environment Interaction	Elementary and Secondary

#	Standard/Guideline	Narrative Explaining How Required Courses and/or Experiences Fulfill the Standards
2.2.a	The teacher candidate is able to describe, compare and explain the locations and characteristics of ecosystems, resources, human adaptation, environmental impact, and the interrelationships among them	<p>Majors and Elementary Minor: THESE ARE THE CORE COURSES FOR SOCIAL STUDIES MAJOR AND MINOR: GEO 211 World Regional Geography GEO 212 Geography of Michigan ECN 137 World Economic Geography (Another choice for Elementary minors) ECN 295 Microeconomic Principles ECN 296 Macroeconomic Principles (Required for majors only) ECN 100 Introduction to Economics (Offered for Elementary minor 6 hours of electives) HIS 160 Comparative Civilizations HIS 250 The United States to 1877 (Required for majors only) HIS 251 The United States since 1877 (Required for majors only) HIS 457 Michigan History POL 100 Introduction to Political Science POL 210 American Politics</p> <p>Clearly the objectives taught in GEO 211 World Regional Geography (Objective 3) and in GEO 212 Michigan Geography (Objective 5) will enable the students to analyze human interactions with the environment in various world regions and in Michigan. Through readings, discussions, field research, article reviews, and written examinations, students demonstrate their ability to explain these concepts and relationships. Their ability is enhanced through appropriate application of geographical concepts in the core Economic, History, and Political Science courses. The electives selected by students deepen and broaden their insights through more advanced study and documents and performances by the students.</p>
2.2.b	The teacher candidate is able to assist students to describe, compare and explain the locations and characteristics of ecosystems, resources, human adaptation, environmental impact and the interrelationships among them; describe, compare and explain the locations and	<p style="text-align: center;">Elementary and Secondary</p> <p>Majors and Elementary Minor: Elementary teacher candidates learn to apply their knowledge and skills for assisting K-12 students to learn this concept in EDU 442 Methods and Materials of Instruction for Social Science in Elementary and Middle Schools. The goal of this course is the understanding and mastery of various teaching methodologies for social studies, and developing student competence in teaching of geographical concepts is specifically addressed in the weeks of February 1 and March 1. Students use this developing knowledge of geography-related pedagogy to develop an age-appropriate Geography lesson, as is also referenced in the syllabus. Competency is also evaluated through quizzes, exams, and the presentation of the Geography lesson plan to the whole class. The curriculum of the EDU 473 course (Curriculum and Methods of Teaching in Secondary Schools II: Social Studies), is based on the PASS model of Social Studies (Powerful and Authentic Social Studies) and makes the learning of Social Studies relevant and powerful for teacher</p>

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2.3.b	The teacher candidate is able to assist students to describe, compare and explain the locations and characteristics of economic activities, trade, political activities, migration, information flow and the interrelationships among them.	<p style="text-align: center;">Elementary and Secondary</p> <p>Majors and Elementary Minor: Elementary teacher candidates learn to apply their knowledge and skills for assisting K-12 students to learn this concept in EDU 442 Methods and Materials of Instruction for Social Science in Elementary and Middle Schools. The goal of this course is the understanding and mastery of various teaching methodologies for social studies, and developing student competence in teaching of geographical concepts is specifically addressed in the weeks of February 1 and March 1. Students use this developing knowledge of geography-related pedagogy to develop an age-appropriate Geography lesson, as is also referenced in the syllabus. Competency is also evaluated through quizzes, exams, and the presentation of Geography lesson plan to the whole class. The curriculum of the EDU 473 course (Curriculum and Methods of Teaching in Secondary Schools II: Social Studies), is based on the PASS model of Social Studies (Powerful and Authentic Social Studies) and makes the learning of Social Studies relevant and powerful for teacher certification students through the use of experiential learning. Geography pedagogy is explored specifically weeks Jan. 11, 18, 25 and pedagogical learning is demonstrated in the required course portfolio based specifically on this Content Guidelines/Standards Matrix document.</p>
2.4	Regions, Patterns, and Processes	<p style="text-align: center;">Elementary and Secondary</p>
2.4.a 2.4.a (cont.)	<p>The teacher candidate is able to describe and compare characteristics of ecosystems, states, regions, countries, major world regions and patterns and explain the processes that created them.</p> <p>The teacher candidate is able to describe and compare characteristics of ecosystems, states, regions, countries, major world regions and patterns and explain the processes that created</p>	<p>Majors and Elementary Minor: THESE ARE THE CORE COURSES FOR SOCIAL STUDIES MAJOR AND MINOR: GEO 211 World Regional Geography GEO 212 Geography of Michigan ECN 137 World Economic Geography (Another choice for Elementary minors) ECN 295 Microeconomic Principles ECN 296 Macroeconomic Principles (Required for majors only) ECN 100 Introduction to Economics (Offered for Elementary minor 6 hours of electives) HIS 160 Comparative Civilizations HIS 250 The United States to 1877 (Required for majors only) HIS 251 The United States since 1877 (Required for majors only) HIS 457 Michigan History POL 100 Introduction to Political Science POL 210 American Politics Once again, the objectives taught in GEO 211 World Regional Geography (Objectives 4, 5, 7) and in GEO 212 Michigan Geography (Objectives 2, 5, 7) will enable the students to describe, analyze, and explain ecosystems, their patterns, and the processes that created them among world regions and among Michigan regions (rural, suburban, urban). Through readings, discussions, field research, article reviews, and written</p>

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	geographic context of major global issues and events.	and in GEO 212 Michigan Geography will enable the students to describe, analyze, and explain consequences and geographic context of major global issues and events. Through readings, discussions, field research, article reviews, and written examinations, students demonstrate their ability to explain these concepts and relationships. Their ability is enhanced through appropriate application of geographical concepts in the core Economic, History, and Political Science courses. The electives selected by students deepen and broaden their insights through more advanced study and documents and performances by the students
2.5.b	The teacher candidate is able to assist students to describe and explain the causes, consequence and geographic context of major global issues and events.	<p style="text-align: center;">Elementary and Secondary</p> <p>Majors and Elementary Minor: Elementary teacher candidates learn to apply their knowledge and skills for assisting K-12 students to learn this concept in EDU 442 Methods and Materials of Instruction for Social Science in Elementary and Middle Schools. The goal of this course is the understanding and mastery of various teaching methodologies for social studies, and developing student competence in teaching of geographical concepts is generally addressed by Objective 3 in the syllabus and more specifically addressed in the weeks of February 1 and March 1. Students use this developing knowledge of geography-related pedagogy to develop an age-appropriate Geography lesson, as is also referenced in the syllabus. Competency is also evaluated through quizzes, exams, and presentation of Geography lesson plans to the whole class. The curriculum of the EDU 473 course (Curriculum and Methods of Teaching in Secondary Schools II: Social Studies), is based on the PASS model of Social Studies (Powerful and Authentic Social Studies) and makes the learning of Social Studies relevant and powerful for teacher certification students through the use of experiential learning. Geography pedagogy is explored specifically weeks Jan. 11, 18, 25 and pedagogical learning is demonstrated in the required course portfolio based specifically on this Content Guidelines/Standards Matrix document.</p>
3.0	CIVIC PERSPECTIVE	
3.1	Purposes of Government	Elementary and Secondary
3.1.a	The teacher candidate is able to identify the purposes of national, state and local governments in the United States, describing how citizens organize government to accomplish their purposes and assessing their effectiveness.	<p>Majors and Elementary Minor: THESE ARE THE CORE COURSES FOR SOCIAL STUDIES MAJOR AND MINOR: POL 100 Introduction to Political Science POL 210 American Politics GEO 211 World Regional Geography GEO 212 Geography of Michigan HIS 160 Comparative Civilizations HIS 250 The United States to 1877 (Required for majors only) HIS 251 The United States since 1877 (Required for majors only) HIS 457 Michigan History ECN 137 World Economic Geography (Another choice for Elementary minors) ECN 295 Microeconomic Principles</p>

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3.1.a (cont.)	The teacher candidate is able to identify the purposes of national, state and local governments in the United States, describing how citizens organize government to accomplish their purposes and assessing their effectiveness.	<p>ECN 296 Macroeconomic Principles (Required for majors only)</p> <p>ECN 100 Introduction to Economics (Offered for Elementary minor 6 hours of electives)</p> <p>POL 100 Introduction to Political Science and POL 210 American Politics are required for Social Studies Majors and the Elementary minors. Each course extensively reviews the role of national, state, and local governments in the United States and in the world. Reviewing the roles of governments in other countries enhances the students' understanding of the United States governments. Chapters on federalism and unitary systems, local and state governments are read with study guides and discussed in class. Theories of government are reviewed. A weekly exercise in 210 asks the student to identify personal activities where the government does not intervene, which should result in their understanding that the government is actively involved in all our activities. How citizens organize their government, citizenship, participation, public opinion, and evaluation are discussed in the core classes as well as any of the Political Science elective classes from which students must select six hours. In addition to reading and discussion, students demonstrate their understanding of governments' roles through projects, examinations, written and oral presentations. Their ability is enhanced through appropriate application of Political Science concepts in the core Economic, Geography, and History courses.</p>
3.1.b	The teacher candidate is able to assist learners in identifying the purposes of national, state and local governments in the United States, describing how citizens organize government to accomplish their purposes and assessing their effectiveness.	<p style="text-align: center;">Elementary and Secondary</p> <p>Majors and Elementary Minor: Elementary teacher candidates learn to apply their knowledge and skills for assisting K-12 students to learn this concept in EDU 442 Methods and Materials of Instruction for Social Science in Elementary and Middle Schools. The goal of this course is the understanding and mastery of various teaching methodologies for social studies, and developing student competence in Civics-related pedagogy is generally addressed in Objective 2 in the syllabus and more specifically addressed in the week of January 25. Students use this developing knowledge of the teaching of civics to develop an age-appropriate Civics lesson, as is also referenced in the syllabus. Competency is also evaluated through quizzes, exams, and the presentation of the Civics lesson plan to the whole class. The curriculum of the EDU 473 course (Curriculum and Methods of Teaching in Secondary Schools II: Social Studies), is based on the PASS model of Social Studies (Powerful and Authentic Social Studies) and makes the learning of Social Studies relevant and powerful for teacher certification students through the use of experiential learning. Civics-related pedagogy is central to this method for the teaching and learning Social Studies and therefore is infused throughout the syllabus requirements. Students are expected to demonstrate their learning of civics pedagogy in the required course portfolio based specifically on this Content Guidelines/Standards Matrix document.</p> <p>EDU 401/402 Introduction to Elementary and Secondary Education In EDU 401/402 Introduction to Elementary and Secondary Education, furthers students' developing Civics-related pedagogy begin the process of learning how to assist K-12 learners understand the purposes of government by studying the</p>

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		political nature of teaching through discussion about the Federal, State, and Local governments and funding structures in the United States. Also reinforce students' developing abilities to assist K-12 learners understand the purposes of government by studying the political nature of teaching through discussion about the Federal, State, and Local governments and funding structures in the United States.
3.2	Ideals of American Democracy	
3.2.a	The teacher candidate is able to explain the meaning and origin of the ideas, including the core democratic values, expressed in the Declaration of Independence, the Constitution and other foundational documents of the United States.	<p style="text-align: center;">Elementary and Secondary</p> <p>Majors and Elementary Minor: THESE ARE THE CORE COURSES FOR SOCIAL STUDIES MAJOR AND MINOR: POL 100 Introduction to Political Science POL 210 American Politics GEO 211 World Regional Geography GEO 212 Geography of Michigan HIS 160 Comparative Civilizations HIS 250 The United States to 1877 (Required for majors only) HIS 251 The United States since 1877 (Required for majors only) HIS 457 Michigan History ECN 137 World Economic Geography (Another choice for Elementary minors) ECN 295 Microeconomic Principles ECN 296 Macroeconomic Principles (Required for majors only) ECN 100 Introduction to Economics (Offered for Elementary minor 6 hours of electives) <i>The Declaration of Independence</i>, the <i>US Constitution</i>, and other foundational documents are discussed and reviewed in depth in the required courses, POL 100 Introduction to Political Science and POL 210 American Politics, as well as being reviewed in Political Science courses the students may elect. As governmental policies and laws emanating from these foundation documents impact concepts studied in Economics, Geography, and History courses, they are appropriately referenced. Students demonstrate their insights through reflection about their readings and research, class discussion and debate, projects, compositions, and examinations.</p>
3.2.b	The teacher candidate is able to assist students to explain the meaning and origin of the ideas, including the core democratic values, expressed in the	<p style="text-align: center;">Elementary and Secondary</p> <p>Majors and Elementary Minor: Elementary teacher candidates learn to apply their knowledge and skills for assisting K-12 students to learn this concept in EDU 442 Methods and Materials of Instruction for Social Science in Elementary and Middle Schools. The goal of this course is the understanding and mastery of various teaching methodologies for social studies, and developing student competence in civics-related pedagogy is generally addressed in Objective 2 in the syllabus and more specifically addressed in the week of January 25. Students use this</p>

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	Declaration of Independence, the Constitution and other foundational documents of the United States.	developing knowledge of the teaching of civics to develop an age-appropriate civics lesson, as is also referenced in the syllabus. Competency is also evaluated through quizzes, exams, and the presentation of the Civics lesson plan to the whole class. The curriculum of the EDU 473 course (Curriculum and Methods of Teaching in Secondary Schools II: Social Studies) , is based on the PASS model of Social Studies (Powerful and Authentic Social Studies) and makes the learning of Social Studies relevant and powerful for teacher certification students through the use of experiential learning. Civics-related pedagogy is central to this method for the teaching and learning Social Studies and therefore is infused throughout the syllabus requirements. Students are expected to demonstrate their learning of civics pedagogy in the required course portfolio based specifically on this Content Guidelines/Standards Matrix document.
3.3	Democracy in Action	Elementary and Secondary
3.3.a	The teacher candidate is able to describe the political and legal processes created to make decisions, seek consensus and resolve conflicts in a free society.	<p>Majors and Elementary Minor: THESE ARE THE CORE COURSES FOR SOCIAL STUDIES MAJOR AND MINOR: POL 100 Introduction to Political Science POL 210 American Politics GEO 211 World Regional Geography GEO 212 Geography of Michigan HIS 160 Comparative Civilizations HIS 250 The United States to 1877 (Required for majors only) HIS 251 The United States since 1877 (Required for majors only) HIS 457 Michigan History ECN 137 World Economic Geography (Another choice for Elementary minors) ECN 295 Microeconomic Principles ECN 296 Macroeconomic Principles (Required for majors only) ECN 100 Introduction to Economics (Offered for Elementary minor 6 hours of electives)</p> <p>The core Political Science courses, POL 100 Introduction to Political Science and POL 210 American Politics review the policy-making process and the legal system. The elective courses which the students may take provide a variety of experiences (moot courts, simulations, literary readings) that are designed to enhance their understanding about making decisions during a conflict. Examples of courses that are particularly rich in exposing students to legal processes and resolution of conflicts are POL 203 Topics in Legal Issues: The Jury System and POL 346/546 Civil Liberties. Both courses have the students investigating legal issues of the political arena and at all levels. Participation in class simulated moot-court sessions, case studies, brief writing, discussion, term papers, and examinations ensure that students deepen their understandings of conflict resolution within the legal processes. Elective courses in the other Social Studies such as HIS 348 African-American History and HIS 365 Introduction to Gender History use similar activities to enhance student understanding. Students demonstrate their insights through reflection about their readings and research, class</p>

#	Standard/Guideline	Narrative Explaining How Required Courses and/or Experiences Fulfill the Standards
		discussion and debate, projects, compositions, and examinations.
3.3.b	The teacher candidate is able to assist students to describe the political and legal processes created to make decisions, seek consensus and resolve conflicts in a free society.	<p style="text-align: center;">Elementary and Secondary</p> <p>Majors and Elementary Minor: Elementary teacher candidates learn to apply their knowledge and skills for assisting K-12 students to learn this concept in EDU 442 Methods and Materials of Instruction for Social Science in Elementary and Middle Schools. The goal of this course is the understanding and mastery of various teaching methodologies for social studies, and developing student competence in civics-related pedagogy is generally addressed in Objective 2 in the syllabus and more specifically addressed in the week of January 25. Students use this developing knowledge of the teaching of civics to develop an age-appropriate Civics lesson, as is also referenced in the syllabus. Competency is also evaluated through quizzes, exams, and the presentation of the Civics lesson plan to the whole class. The curriculum of the EDU 473 course (Curriculum and Methods of Teaching in Secondary Schools II: Social Studies), is based on the PASS model of Social Studies (Powerful and Authentic Social Studies) and makes the learning of Social Studies relevant and powerful for teacher certification students through the use of experiential learning. Civics-related pedagogy is central to this method for the teaching and learning Social Studies and therefore is infused throughout the syllabus requirements. Students are expected to demonstrate their learning of civics pedagogy in the required course portfolio based specifically on this Content Guidelines/Standards Matrix document.</p>
3.4	American Government and Politics	Elementary and Secondary
3.4.a	The teacher candidate is able to explain how American governmental institutions at the local, state and federal levels provide for the limitation and sharing of power and how the national political system provides for the	<p>Majors and Elementary Minor: THESE ARE THE CORE COURSES FOR SOCIAL STUDIES MAJOR AND MINOR: POL 100 Introduction to Political Science POL 210 American Politics GEO 211 World Regional Geography GEO 212 Geography of Michigan HIS 160 Comparative Civilizations HIS 250 The United States to 1877 (Required for majors only)</p>

#	Standard/Guideline	Narrative Explaining How Required Courses and/or Experiences Fulfill the Standards
	exercise of power.	<p>HIS 251 The United States since 1877 (Required for majors only) HIS 457 Michigan History ECN 137 World Economic Geography (Another choice for Elementary minors) ECN 295 Microeconomic Principles ECN 296 Macroeconomic Principles (Required for majors only) ECN 100 Introduction to Economics (Offered for Elementary minor 6 hours of electives) The core Political Science courses, POL 100 Introduction to Political Science and POL 210 American Politics review the principles of limited government, sharing of power, and the exercise of power through readings, study guides, discussions, presentations, compositions, and examinations. The elective courses which the students may take also provide a variety of experiences (discussions based on textbook assignments, readings, compositions, examinations) that are designed to enhance their understanding of political power. Examples of courses that are particularly rich in exposing students to more depth about the limitation of power issues are: POL 203 Topics in Legal Issues: The Jury System and POL 380 Elements of Political Thought. Elective courses in the other Social Studies such as HIS 348 African-American History and HIS 365 Introduction to Gender History use similar activities to enhance student understanding.</p>
3.4.b	The teacher candidate is able to assist students to explain how American governmental institutions at the local, state and federal levels provide for the limitation and sharing of power and how the nation's political system provides for the exercise of power.	<p style="text-align: center;">Elementary and Secondary</p> <p>Majors and Elementary Minor: Elementary teacher candidates learn to apply their knowledge and skills for assisting K-12 students to learn this concept in EDU 442 Methods and Materials of Instruction for Social Science in Elementary and Middle Schools. The goal of this course is the understanding and mastery of various teaching methodologies for social studies, and developing student competence in Civics-related pedagogy is generally addressed in Objective 2 in the syllabus and more specifically addressed in the week of January 25. Students use this developing knowledge of the teaching of civics to develop an age-appropriate Civics lesson, as is also referenced in the syllabus. Competency is also evaluated through quizzes, exams, and the presentation of the Civics lesson plan to the whole class. The curriculum of the EDU 473 course (Curriculum and Methods of Teaching in Secondary Schools II: Social Studies), is based on the PASS model of Social Studies (Powerful and Authentic Social Studies) and makes the learning of Social Studies relevant and powerful for teacher certification students through the use of experiential learning. Civics-related pedagogy is central to this method for the teaching and learning Social Studies and therefore is infused throughout the syllabus requirements. Students are expected to demonstrate their learning of civics pedagogy in the required course portfolio based specifically on this Content Guidelines/Standards Matrix document.</p>
3.5	American Government and World Affairs	Elementary and Secondary
	The teacher candidate is	

#	Standard/Guideline	Narrative Explaining How Required Courses and/or Experiences Fulfill the Standards
3.5.a	able to understand how the world is organized politically, how American foreign policy is formed and to understand the roles the United States plays in the international arena.	
3.5.b	able to understand how the world is organized politically, how American foreign policy is formed and to understand the roles the United States plays in the international arena. The teacher candidate is able to assist students to	Elementary and Secondary

#	Standard/Guideline	Narrative Explaining How Required Courses and/or Experiences Fulfill the Standards
	understand how the world is organized politically, how American foreign policy is formed and to understand the roles the United States plays in the international arena.	<p>Majors and Elementary Minor: Elementary teacher candidates learn to apply their knowledge and skills for assisting K-12 students to learn this concept in EDU 442 Methods and Materials of Instruction for Social Science in Elementary and Middle Schools. The goal of this course is the understanding and mastery of various teaching methodologies for social studies, and developing student competence in Civics-related pedagogy is generally addressed in Objective 2 in the syllabus and more specifically addressed in the week of January 25. Students use this developing knowledge of the teaching of civics to develop an age-appropriate Civics lesson, as is also referenced in the syllabus. Competency is also evaluated through quizzes, exams, and the presentation of the Civics lesson plan to the whole class. The curriculum of the EDU 473 course (Curriculum and Methods of Teaching in Secondary Schools II: Social Studies), is based on the PASS model of Social Studies (Powerful and Authentic Social Studies) and makes the learning of Social Studies relevant and powerful for teacher certification students through the use of experiential learning. Civics-related pedagogy is central to this method for the teaching and learning Social Studies and therefore is infused throughout the syllabus requirements. Students are expected to demonstrate their learning of civics pedagogy in the required course portfolio based specifically on this Content Guidelines/Standards Matrix document.</p>
4.0	ECONOMIC PERSPECTIVE	
4.1	Individual and Household Choices	
4.1.a	The teacher candidate is able to describe and demonstrate how the economic forces of scarcity and choice affect the management of personal financial resources, shape consumer decisions regarding the purchase, use and disposal of goods and services and affect the economic well-being of individuals and society.	<p style="text-align: center;">Elementary and Secondary</p> <p>Majors and Elementary Minor: THESE ARE THE CORE COURSES FOR SOCIAL STUDIES MAJOR AND MINOR: ECN 295 Microeconomic Principles ECN 296 Macroeconomic Principles (Required for majors only) ECN 100 Introduction to Economics (Offered for Elementary minor 6 hours of elective) ECN 137 World Economic Geography (Another choice for Elementary minors) POL 100 Introduction to Political Science POL 210 American Politics GEO 211 World Regional Geography GEO 212 Geography of Michigan HIS 160 Comparative Civilizations HIS 250 The United States to 1877 (Required for majors only) HIS 251 The United States since 1877 (Required for majors only) HIS 457 Michigan History The core Economic courses for the Social Studies Group major in Elementary and Secondary Education are: ECN 295 Microeconomic Principles and ECN 296 Macroeconomic Principles. The Elementary Group</p>

#	Standard/Guideline	Narrative Explaining How Required Courses and/or Experiences Fulfill the Standards
4.1.a (cont.)		<p>minors are not required to take ECN 296 and must select six hours (two courses) of Economics from ECN 100 Introduction to Economics, ECN 137 World Economic Geography, or ECN 296 Macroeconomic Principles. In ECN 295 Microeconomic Principles, the students learn through model analysis, readings, and the final examination the theory governing various aspects of human behavior regarding consumption, production, distribution, pricing, and exchange. From the Economic electives, students enhance their understanding of these economic principles related to individuals, scarcity and choice. As it is appropriate in presenting concepts in Geography (GEO 211 and 212), History (HIS 160, 250, 251, 457), and Political Science (POL 100, 210) courses, students enhance their understandings through similar scholarly activities. The candidates seeking a major in Economics will deepen and broaden their understanding of these economic forces on the well-being of individuals and society in their selection of six hours of electives.</p>
4.1.b	<p>The teacher candidate is able to assist students to describe and demonstrate how the economic forces of scarcity and choice affect the management of personal financial resources, shape consumer decisions regarding the purchase, use and disposal of goods and services and affect the economic well-being of individuals and society.</p>	<p style="text-align: center;">Elementary and Secondary</p> <p>Majors and Elementary Minor: Elementary teacher candidates learn to apply their knowledge and skills for assisting K-12 students to learn this concept in EDU 442 Methods and Materials of Instruction for Social Science in Elementary and Middle Schools. The goal of this course is the understanding and mastery of various teaching methodologies for social studies, and developing student competence in economics-related pedagogy is generally addressed in Objectives 2 and 9 in the syllabus and more specifically addressed in the week of March 22. Students use this developing knowledge of the teaching of economics to develop an age-appropriate economics lesson, as is also referenced in the syllabus. Competency is also evaluated through quizzes, exams, and the presentation of the economics lesson plan to the whole class. The curriculum of the EDU 473 course (Curriculum and Methods of Teaching in Secondary Schools II: Social Studies), is based on the PASS model of Social Studies (Powerful and Authentic Social Studies) and makes the learning of Social Studies relevant and powerful for teacher certification students through the use of experiential learning. Economics pedagogy is explored specifically weeks Jan. 11, 18, 25 and pedagogical learning is demonstrated in the required course portfolio based specifically on this Content Guidelines/Standards Matrix document.</p>
4.2	Business Choices	Elementary and Secondary
4.2.a		<p>Major and Minor: THESE ARE THE CORE COURSES FOR SOCIAL STUDIES MAJOR AND MINOR: ECN 295 Microeconomic Principles ECN 296 Macroeconomic Principles (Required for majors only) ECN 100 Introduction to Economics (Offered for Elementary minor 6 hours of elective) ECN 137 World Economic Geography (Another choice for Elementary minors) POL 100 Introduction to Political Science</p>

#	Standard/Guideline	Narrative Explaining How Required Courses and/or Experiences Fulfill the Standards
		<p>POL 210 American Politics GEO 211 World Regional Geography GEO 212 Geography of Michigan HIS 160 Comparative Civilizations HIS 250 The United States to 1877 (Required for majors only) HIS 251 The United States since 1877 (Required for majors only) HIS 457 Michigan History</p> <p>The core Economic courses for the Social Studies Group major in Elementary and Secondary Education are: ECN 295 Microeconomic Principles and ECN 296 Macroeconomic Principles. The Elementary Group minors are not required to take ECN 296 and must select six hours (two courses) of Economics from ECN 100 Introduction to Economics, ECN 137 World Economic Geography, or ECN 296 Macroeconomic Principles. In ECN 295 Microeconomic Principles, the students learn through model analysis, readings, and the final examination how business confront scarcity and choice for the marketplace. From the Economic electives, students enhance their understanding of these economic principles related to businesses, resources, scarcity and choice. As it is appropriate in presenting concepts in Geography (GEO 211 and 212), History (HIS 160, 250, 251, 457), and Political Science (POL 100, 210) courses, students enhance their understandings through similar scholarly activities. The candidates seeking a major in Economics will deepen and broaden their understanding of how businesses confront scarcity and resources when supplying the marketplace.</p>
4.2.b	The teacher candidate is able to assist students to explain and demonstrate how businesses confront scarcity and choice when organizing, producing and using resources and when supplying the marketplace.	<p style="text-align: center;">Elementary and Secondary</p> <p>Majors and Elementary Minor: Elementary teacher candidates learn to apply their knowledge and skills for assisting K-12 students to learn this concept in EDU 442 Methods and Materials of Instruction for Social Science in Elementary and Middle Schools. The goal of this course is the understanding and mastery of various teaching methodologies for social studies, and developing student competence in economics-related pedagogy is generally addressed in Objectives 2 and 9 in the syllabus and more specifically addressed in the week of March 22. Students use this developing knowledge of the teaching of economics to develop an age-appropriate economics lesson, as is also referenced in the syllabus. Competency is also evaluated through quizzes, exams, and the presentation of the economics lesson plan to the whole class. The curriculum of the EDU 473 course (Curriculum and Methods of Teaching in Secondary Schools II: Social Studies), is based on the PASS model of Social Studies (Powerful and Authentic Social Studies) and makes the learning of Social Studies relevant and powerful for teacher certification students through the use of experiential learning. Economics pedagogy is explored specifically weeks Jan. 11, 18, 25 and pedagogical learning is demonstrated in the required course portfolio based specifically on this Content Guidelines/Standards Matrix document.</p>
4.3	Role of Government	Elementary and Secondary

#	Standard/Guideline	Narrative Explaining How Required Courses and/or Experiences Fulfill the Standards
4.3.a	The teacher candidate is able to describe how government decisions on taxation, spending, public goods and regulation impact what is produced, how it is produced and who receive the benefit of production.	<p>Majors and Elementary Minor: THESE ARE THE CORE COURSES FOR SOCIAL STUDIES MAJOR AND MINOR: ECN 295 Microeconomic Principles ECN 296 Macroeconomic Principles (Required for majors only) ECN 100 Introduction to Economics (Offered for Elementary minor 6 hours of elective) ECN 137 World Economic Geography (Another choice for Elementary minors) POL 100 Introduction to Political Science POL 210 American Politics GEO 211 World Regional Geography GEO 212 Geography of Michigan HIS 160 Comparative Civilizations HIS 250 The United States to 1877 (Required for majors only) HIS 251 The United States since 1877 (Required for majors only) HIS 457 Michigan History</p> <p>Government decisions about taxation, spending, public goods, and regulation are covered in the core Economic courses and electives listed in the previous Economic Perspective standards. ECN 296 Macroeconomic Principles and GEO 211 and 212 are particularly rich in readings, discussions, and lectures that ensure students understand the theory governing diverse aspects of the workings of a given economy. POL 100 Introduction to Political Science and POL 210 American Politics engage the students in active study of political theory and the behaviors of institutions or structures that create and enforce economic policies and laws. History courses, especially HIS 250 The US to 1877, involve reading, researching, and discussing government policies as students study the causes and consequences of the U.S. Revolution and Civil War. The electives suggested in each of the Social Studies area will obviously deepen the students' insights and analytical abilities about government decisions and economic production.</p>
4.3.b.	The teacher candidate is able to assist students to describe how government decisions on taxation, spending, public goods and regulation impact what is produced, how it is produced and who receive the benefit of production.	<p style="text-align: center;">Elementary and Secondary</p> <p>Majors and Elementary Minor: Elementary teacher candidates learn to apply their knowledge and skills for assisting K-12 students to learn this concept in EDU 442 Methods and Materials of Instruction for Social Science in Elementary and Middle Schools. The goal of this course is the understanding and mastery of various teaching methodologies for social studies, and developing student competence in economics-related pedagogy is generally addressed in Objectives 2 and 9 in the syllabus and more specifically addressed in the week of March 22. Students use this developing knowledge of the teaching of economics to develop an age-appropriate economics lesson, as is also referenced in the syllabus. Competency is also evaluated through quizzes, exams, and the presentation of the economics lesson plan to the whole class. The curriculum of the EDU 473 course (Curriculum and Methods</p>

#	Standard/Guideline	Narrative Explaining How Required Courses and/or Experiences Fulfill the Standards
		<p>of Teaching in Secondary Schools II: Social Studies), is based on the PASS model of Social Studies (Powerful and Authentic Social Studies) and makes the learning of Social Studies relevant and powerful for teacher certification students through the use of experiential learning. Economics pedagogy is explored specifically weeks Jan. 11, 18, 25 and pedagogical learning is demonstrated in the required course portfolio based specifically on this Content Guidelines/Standards Matrix document.</p>
4.4	Economic Systems	Elementary and Secondary
4.4.a	<p>The teacher candidate is able to explain how a free-market economic system works, as well as other economic systems, to coordinate and facilitate the exchange, production, distribution and consumption of goods and services.</p>	<p>Majors and Elementary Minor: THESE ARE THE CORE COURSES FOR SOCIAL STUDIES MAJOR AND MINOR: ECN 295 Microeconomic Principles ECN 296 Macroeconomic Principles (Required for majors only) ECN 100 Introduction to Economics (Offered for Elementary minor 6 hours of elective) ECN 137 World Economic Geography (Another choice for Elementary minors) POL 100 Introduction to Political Science POL 210 American Politics GEO 211 World Regional Geography GEO 212 Geography of Michigan HIS 160 Comparative Civilizations HIS 250 The United States to 1877 (Required for majors only) HIS 251 The United States since 1877 (Required for majors only) HIS 457 Michigan History</p> <p>How the free-market system and other economic systems operate is learned as these topics are presented and the students compare, contrast, and analyze such systems in the core Economic courses for the Social Studies major and elementary minor: Relationship Between the U.S. Economy and the World at Large (ECN 100); The U.S. Economy, Price System and Laissez-faire, Monopoly (ECN 295); Demand-side Equilibrium: Unemployment and Inflation, The International Monetary System, Exchange Rates and the Macro-economy (ECN 296). Objectives in GEO 211 and 212 demonstrate that lectures and student assignments will enhance the students understanding through the study of geographic location and natural resources. The electives suggested in each of the Social Studies area will obviously deepen the students' insights and analytical abilities about economic systems, especially a free-market one.</p>
		Elementary and Secondary

#	Standard/Guideline	Narrative Explaining How Required Courses and/or Experiences Fulfill the Standards
4.4.b	The teacher candidate is able to assist students to explain how a free-market economic system works, as well as other economic systems, to coordinate and facilitate the exchange, production, distribution and consumption of goods and services.	Elementary and Secondary
4.4.b	Trade The teacher candidate is able to assist students to	Elementary and Secondary
4.5.a	explain how a free-market economic system works, as well as other economic systems, to coordinate and facilitate the exchange, production, distribution and consumption of goods and services, producers and government.	<p>Majors and Elementary Minor: THESE ARE THE CORE COURSES FOR SOCIAL STUDIES MAJOR AND MINOR: ECN 295 Microeconomic Principles ECN 296 Macroeconomic Principles (Required for majors only) ECN 100 Introduction to Economics (Offered for Elementary minor 6 hours of elective) ECN 137 World Economic Geography (Another choice for Elementary minors) POL 100 Introduction to Political Science POL 210 American Politics GEO 211 World Regional Geography GEO 212 Geography of Michigan HIS 160 Comparative Civilizations HIS 250 The United States to 1877 (Required for majors only) HIS 251 The United States since 1877 (Required for majors only) HIS 457 Michigan History</p> <p>The core Economic (ECN 100, ECN 295, ECN 296) and Political Science ((POL 100, POL 210)) courses in the Social Studies major and minor provide ample opportunities for the students to learn about and analyze how trade generates economic development and interdependence and its resulting challenges and benefits for individuals, producers, and government. The ten hour service learning project as arranged by the UDN</p>

#	Standard/Guideline	Narrative Explaining How Required Courses and/or Experiences Fulfill the Standards
		Leadership Institute in POL 100 provides the students with the opportunity to gain grass roots insights into how economic development interfaces with individuals, producers and government. The students demonstrate their authentic learning by writing a two to three page reflection paper about the experience. Students receive a list of suggested topics to address and present their findings to the class. The Geography and History core also provide activities to enhance the students' understanding of trace concepts. The electives suggested in each of the Social Studies area will obviously deepen the students' insights and analytical abilities about trade and the challenges and benefits for individuals, producers, and government.
4.5.b	The teacher candidate is able to assist students to describe how trade generates economic development and interdependence and analyze the resulting challenges and benefits for individuals, producers and government.	<p style="text-align: center;">Elementary and Secondary</p> <p>Majors and Elementary Minor: Elementary teacher candidates learn to apply their knowledge and skills for assisting K-12 students to learn this concept in EDU 442 Methods and Materials of Instruction for Social Science in Elementary and Middle Schools. The goal of this course is the understanding and mastery of various teaching methodologies for social studies, and developing student competence in economics-related pedagogy is generally addressed in Objectives 2 and 9 in the syllabus and more specifically addressed in the week of March 22. Students use this developing knowledge of the teaching of economics to develop an age-appropriate economics lesson, as is also referenced in the syllabus. Competency is also evaluated through quizzes, exams, and the presentation of the economics lesson plan to the whole class. The curriculum of the EDU 473 course (Curriculum and Methods of Teaching in Secondary Schools II: Social Studies), is based on the PASS model of Social Studies (Powerful and Authentic Social Studies) and makes the learning of Social Studies relevant and powerful for teacher certification students through the use of experiential learning. Economics pedagogy is explored specifically weeks Jan. 11, 18, 25 and pedagogical learning is demonstrated in the required course portfolio based specifically on this Content Guidelines/Standards Matrix document.</p>
5.0	INQUIRY	
5.1	Information Processing - The teacher candidate is able to assist students to acquire information from books, maps, newspapers, data sets and other sources; organize and present the information in maps, graphs, charts and time lines; interpret the	<p style="text-align: center;">Elementary and Secondary</p> <p>Majors and Elementary Minor: As explained in Standards 1 through 4, the Social Studies faculty members model and teach their students how to process and use information from a variety of primary and secondary sources, including a variety of electronic technologies. The students regularly interpret the meaning and significance of information as they listen to lectures, read texts, and do research, write papers and examinations, and make presentations that demonstrate their acquisition of knowledge in each of the Social Sciences required for Social Studies major and minor.</p> <p>The Education faculty members require similar activities to demonstrate the students' acquisition of teaching</p>

#	Standard/Guideline	Narrative Explaining How Required Courses and/or Experiences Fulfill the Standards
	<p>meaning and significance of information and use a variety of electronic technologies to assist in assessing and managing information.</p>	<p>principles and strategies. The elementary methods course, EDU 442 Methods and Materials of Instruction for Social Science in Elementary and Middle Schools, addresses this competency, generally, through the syllabus’s Objectives 2, 3, and 10. More specifically, student competency in Information Processing is assessed through the development of the age-appropriate lesson plan required for each major strand Curriculum Framework, as referenced in the syllabus. These lesson plans are developed every two to three weeks, after students have had the opportunity to see the methodologies modeled for them and/or after they have experienced them as participants. See “Strategies Demonstrated and Assessed” in the syllabus. In EDU 473 and in EDU 473 Curriculum and Methods of Teaching in Secondary Schools II: Social Studies, students “experience” this competency each week of the course, as indicated by the course expectations that students will read, use, and evaluate various sources of information in their own learning (websites, experiential learning, dramatic presentations, debate of public policy issues, etc). Students are then expected to demonstrate this competency through the portfolio assignment that must reflect each specific Social Studies standard outlined by this Standards Matrix.</p> <p>The UDM Core Curriculum requires all students to take CIS 100 Introduction to Computers. If a student tests out of it, he/she must take CIS 103 Web Production and Tools or CIS 115 Visual Basic. Teacher Education students, therefore, arrive in the Education program with basic computer literacy. A post-graduate or mid life career change candidate takes a similar diagnostic test of technology literacy to determine placement for using technology in education. EDU 459 Instructional Technology and EDU 600 Computer Uses in Education provide the students with the practical application of technology to teaching. Lessons require students to infuse appropriate technology into their curriculum and lesson plans. The assignments also require candidates to demonstrate they can use technology in assessing their students as well as for communication with colleagues, students, parents, and other education stakeholders. Social Science and Education instructors model teaching techniques that help candidates learn how to teach K-12 students to process and use a variety of resources.</p>
5.2	<p>Conducting Investigations - The teacher candidate is able to assist students to conduct investigations by formulating a clear statement of questions, gather and organize information from a variety of sources, analyze and interpret</p>	<p style="text-align: center;">Elementary and Secondary</p> <p>Majors and Elementary Minor: Throughout the students’ time at UDM, they are required to conduct scholarly research, gather, organize, analyze and interpret information from a variety of sources, and to present their findings in a variety of written and oral formats. The Teacher Education mission and its <i>Code of Professional Ethics</i> (See the <i>CLAE Student Teaching Handbook</i>, pages 1 and 2 for details.) state clearly that all Education courses also help develop these skills. The Department’s mission is implemented through its “Conceptual Framework” and course work which address three dimensions of the role of an educator: A scholar who uses the research-knowledge base for teaching integrated with the liberal arts and science disciplines; An inquirer who is skilled in decision-making and in ethical, critical, and reflective thinking; and A moral agent whose values reflect those of the University of Detroit Mercy and the Department of Education’s Professional Code of Ethics. Beginning with their K-12</p>

#	Standard/Guideline	Narrative Explaining How Required Courses and/or Experiences Fulfill the Standards
	information, formulate and test hypotheses, report results both orally and in writing and make use of appropriate technology.	field based case study/research project in EDU 401/402 Introduction to Elementary and Secondary Education , the candidates are required to demonstrate acquisition of their research, writing, and presentation skills. Every syllabi states objectives and assignments which require some type of investigative work, followed by presentations that are written, spoken, and/or assisted with appropriate use of technology. In EDU 420 Philosophy of Education or EDU 525 Educational Policy Studies the students read and discuss the theories of many educators, which they apply in writing their personal philosophy of education or a research paper about an educational policy. As explained previously, these skills are taught directly in EDU 442 Methods and Materials of Instruction for Social Science in Elementary and Middle Schools and in EDU 473 Curriculum and Methods of Teaching in Secondary Schools II: Social Studies . For example, in EDU 442 the use of Bloom’s “Taxonomy of Educational Objectives: Cognitive Domain” is used with teacher candidates to classify and construct effective questions to guide learner response in relational, inductive, and deductive thinking. Candidates learn to design plans which include inquiry, discovery, problem-solving, critical thinking, and discussion. The two education technology courses, EDU 459 and EDU 600 have the students create lesson plans for their particular major or minor that require the use of web sites and other technological resources to prepare assignments for K-12 students. When the candidates student teach, their evaluation forms and the syllabi (EDU 489 Elementary, EDU 490 Secondary), and those for Special Education (SED 484) clearly show that careful attention is paid to ensuring that candidates are able to assist K-12 students in developing the skills needed for conducting research and reflecting about the information. Social Science and Education instructors model teaching techniques that help candidates learn how to teach K-12 students to conduct investigations in a scholarly manner.
6.0	PUBLIC DISCOURSE AND DECISION MAKING	
6.1	Identifying and Analyzing Issues - The teacher candidate is able to assist students in stating issues clearly as questions of public policy, trace the origins of the issues, analyze various perspectives people bring to the issue and evaluate possible	<p style="text-align: center;">Elementary and Secondary</p> <p>Majors and Elementary Minor: As explained in the four Social Science disciplines, students regularly demonstrate their ability to analyze issues of public policy and to evaluate possible resolutions through their readings, discussions, compositions, presentations, and projects.</p> <p>Teacher Education candidates learn how to assist their K-12 students in acquiring the same skills in their introductory course (EDU 401/402) and respective methods courses. In EDU 442 Methods and Materials of Instruction for Social Science in Elementary and Middle Schools, student competency in this area is</p>

#	Standard/Guideline	Narrative Explaining How Required Courses and/or Experiences Fulfill the Standards
	ways to resolve the issue.	<p>addressed generally by Objectives 1, 3, 10 in the syllabus, and more specifically as they design the 5 required lesson plans, which must include a variety of instructional methodologies being taught and demonstrated in the methods course. These lesson plans are developed every two to three weeks, after students have had the opportunity to see the methodologies modeled for them and/or after they have experienced them as participants. See “Strategies Demonstrated and Assessed” in the syllabus. In EDU 473 Curriculum and Methods of Teaching in Secondary Schools II: Social Studies, this competency is specifically addressed in an assignment for the Feb. 1 class.</p> <p>EDU 420 Philosophy of Education or EDU 525 Educational Policy Studies, and EDU 440 School and Society or EDU 514 Society and Education also involve the candidates in assignments and discussions that help them hone their abilities to teach K-12 students how to identify and analyze issues plus how to communicate their knowledge or proposals. Documents and presentations by the candidates show the students have acquired the skills of public discourse and decision-making. In their 14 weeks student teaching assignments (EDU 489 Elementary and Middle Schools or EDU 490 Secondary Schools), candidates practice teaching these strategies and are evaluated on their presentations. Social Science and Education instructors model teaching techniques that help candidates learn how to teach K-12 students to engage in public discourse and decision-making.</p>
6.2	<p>Group Discussion - The teacher candidate is able to assist students in engaging their peers in constructive conversation about matters of public concern by clarifying issues, considering opposing views, applying democratic values, anticipating consequences and working toward making decisions.</p>	<p style="text-align: center;">Elementary and Secondary</p> <p>Majors and Elementary Minor: Teacher Education candidates are admitted to their respective Education program after they have completed at least 80% of their program in the Social Studies individual disciplines. A review of all the core Social Studies syllabi and the sample of electives clearly demonstrates that candidates learn to discuss meaningfully any matters of public concern. Rubrics, evaluation forms, and semester grades support that students do engage in a variety of guided constructive conversations.</p> <p>Teacher Education candidates learn how to assist their K-12 students in acquiring the same skills in the introductory course (EDU 401/402) and in their respective methods courses. In EDU 442 Methods and Materials of Instruction for Social Science in Elementary and Middle Schools, a major theme is the development of a cadre of instructional strategies that address the learning styles of a wide variety of K-8 students, including those considered at-risk. The five different lesson plans students are required to design and present during the course are expected to include a variety of these strategies, including group discussion. These lesson plans are developed every two to three weeks, after students have had the opportunity to see the methodologies modeled for them and/or after they have experienced them as participants. See “Strategies Demonstrated and Assessed” in the syllabus. In EDU 473 Curriculum and Methods of Teaching in Secondary Schools II: Social Studies, the instructional strategy of group discussion is modeled each week as</p>

#	Standard/Guideline	Narrative Explaining How Required Courses and/or Experiences Fulfill the Standards
		<p>students grapple with and discuss the various assigned questions and themes. This competency is also more specifically addressed in Feb. 1 and March 15 classes.</p> <p>In their 14 weeks student teaching assignments (EDU 489 Elementary and Middle Schools or EDU 490 Secondary Schools), candidates practice teaching these strategies and are evaluated on their presentations. Social Science and Education instructors model teaching techniques that help candidates learn how to teach K-12 students to engage in group discussions about matters of public concern.</p>
6.3	<p>Persuasive Writing – The teacher candidate is able to assist students in composing coherent written essays that express positions on public issues and justify the positions with reasoned arguments.</p>	<p style="text-align: center;">Elementary and Secondary</p> <p>Majors and Elementary Minor: Social Studies and Education professors require their students to support their positions with reasoned arguments appropriate to the content of their courses. The students do demonstrate their ability by composing a variety of coherent written persuasive essays, both as independent compositions and as part of examinations.</p> <p>Teacher Education candidates learn how to assist their K-12 students in acquiring the same skills in their respective methods courses. In EDU 442 Methods and Materials of Instruction for Social Science in Elementary and Middle Schools, a major theme is the development of a cadre of instructional strategies that address the learning styles of a wide variety of K-8 students, including those considered at-risk. The five different lesson plans students are required to design and present during the course are expected to include a variety of these strategies, including various kinds of writing. These lesson plans are developed every two to three weeks, after students have had the opportunity to see the methodologies modeled for them and/or after they have experienced them as participants. See “Strategies Demonstrated and Assessed” in the syllabus. In EDU 473 Curriculum and Methods of Teaching in Secondary Schools II: Social Studies, students specifically discuss and practice the skills needed to assist 7-12 students with the development of persuasive writing during the Feb. 8 class meeting.</p> <p>In their 14 weeks student teaching assignments (EDU 489 Elementary and Middle Schools or EDU 490 Secondary Schools), candidates practice teaching these strategies and are evaluated on their presentations. Social Science and Education instructors model teaching techniques that help candidates learn how to teach K-12 students write coherent essays with reasoned arguments.</p>
7.0	CITIZEN INVOLVEMENT	
7.1	<p>Responsible Personal Conduct - The teacher candidate is able to assist students in considering</p>	<p style="text-align: center;">Elementary and Secondary</p> <p>Majors and Elementary Minor: The University of Detroit Mercy practices the traditions of the Sisters of Mercy of the Americas and the Society</p>

#	Standard/Guideline	Narrative Explaining How Required Courses and/or Experiences Fulfill the Standards
7.1 (cont.)	<p>the effects of an individual's actions on other people, how one acts in accordance with the rule of law and how one acts in a virtuous and ethically responsible way as a member of society.</p> <p>Responsible Personal Conduct - The teacher candidate is able to assist students in considering the effects of an individual's actions on other people, how one acts in accordance with the rule of law and how one acts in a virtuous and ethically responsible way as a member of society.</p>	<p>of Jesus. As part of the University Core Curriculum, students must take nine hours in Philosophy and/or Religious Studies (Objective 4) and six hours in Social Responsibility (Objective 6). Students develop their own foundation for ethical behavior and how to reason ethically, analyze, and propose solutions to problems. The core and sample elective Political Science courses in the Social Studies program are particularly rich in helping candidates enhance their personal beliefs about effects of individual action and rule of law. "Political Behavior" is a topic covered in POL 100 Introduction to Political Science, 210 American Politics, and in electives such as POL 203 Topics in Legal Issues: The Jury System and POL 346/546 Civil Liberties. A major purpose for the students in EDU 401/402 Introduction to Elementary and Secondary Education is "to clarify career goals and aspirations" and provide opportunities for the potential candidates to understand the Teacher Education Framework of "Teacher as Scholar, Inquiring Educator, and Moral Agent." Throughout the course students participate in the creation of community as they begin to reflect thoughtfully about a life in teaching. They grapple with issues of social justice in education. Those who accept teaching as a career and are accepted into the Education program continue to use their previous ethical development to learn how to assist K-12 students in understanding effects of individual actions and helping them to behave in ethically responsible way as a member of society. An example of one activity and composition from EDU 420 Philosophy of Education demonstrates that Education candidates learn these skills. After studying and discussing the United States foundational documents, specifically the <i>Declaration Of Independence</i> and the <i>Constitution</i>, in relationship to Education as well as the writings of several Education philosophers, the students use those sources to write their evolving "Philosophy of Education." The concepts of this standard are basic to that project. While the other Education courses do provide opportunities for candidates to enhance their abilities in ethical behavior, they learn directly how to assist K-12 students in developing ethical behavior in EDU 442 Methods and Materials of Instruction for Social Science in Elementary and Middle Schools and in EDU 473 Curriculum and Methods of Teaching in Secondary Schools II: Social Studies. In their 14 weeks student teaching assignments (EDU 489 Elementary and Middle Schools or EDU 490 Secondary Schools), candidates practice teaching these strategies and are evaluated on their presentations. Social Science and Education instructors model teaching techniques that help candidates learn how to teach K-12 students to understand individual action, its impact on society, and ethical responsible behavior within society.</p>