

Bemidji State University

	ECON 2000	ECON 2100	ED 3140	GEOG 2100	GEOG 2200	GEOG 3410	GEOG 3460	POLS 1200	POLS 1300	PSY 1100	SOC 1104	US HIST 1114-15	US HIST 1304-05
(7) the role of perceptions, attitudes, values, and beliefs in the development of personal identity;										A			
(8) the impact of stereotyping, conformity, acts of altruism, and other behaviors on individuals and groups;										A			
(9) how to work independently and cooperatively within groups and institutions to accomplish goals; and										A			
(10) factors that contribute to and damage mental health and issues that relate to mental health and behavioral disorders in contemporary society.										A			
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;											A		
(2) group and institutional influences on people, events, and elements of culture in both historical and contemporary settings;											A		
(3) the various forms institutions take and how they develop and change over time;											A		
(4) how Minnesota-based Anishinabe reservations and Dakota communities are influenced by history, geography, and contemporary issues;								A				A	
(5) that expressions of individuality and efforts to promote social conformity by groups or institutions can result in tensions;											A		
(6) belief systems in contemporary and historical movement;											A		
(7) how institutions can further both continuity and change;											A		
(8) how groups and institutions meet individual needs and promote the common good in contemporary and historical settings; and											A		
(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.											A		

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(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;	A												
(2) the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system;	A												
(3) the costs and benefits to society of allocating goods and services through private and public sectors;	A												
(4) relationships among the various economic institutions that comprise economic systems;		A											
(5) the role of specialization and exchange in economic processes;	A												
(6) how values and beliefs influence economic decisions in different societies;	A												
(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;		A											
(8) how to apply economic concepts and reasoning in evaluating historical and contemporary social developments and issues;		A											
(9) differences between the domestic and global economic systems and how the two interact; and		A											
(10) the relationship of production, distribution, and consumption in establishing socially desirable outcomes for resolving public issues.	A												
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;													A
(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;									A				

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(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;								A					
(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;								A					
(5) varied perspectives about human societies and the physical world using scientific knowledge, ethical standards, and technologies from diverse world cultures; and													A
(6) strategies and policies for influencing public discussions associated with technology-society issues, such as the greenhouse effect.								A					
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;													A
(2) conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations;									A				
(3) the effects of changing technologies on the global community;													A
(4) causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues;									A				
(5) relationships and tensions between national sovereignty and global interests;									A				
(6) the role of international and multinational organizations in the global arena;									A				
(7) how individual behaviors and decisions connect with global systems; and									A				
(8) concerns, issues, and conflicts related to universal human rights.									A				

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

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(2) understand and apply the research base for and the best practices of middle and high school education;							A						
(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;							A						
(4) understand the role and alignment of district, school, and department mission and goals in program planning;							ED 3350						
(5) understand the need for and how to connect students' schooling experiences with everyday life, the workplace, and further educational opportunities;							A						
(6) know how to involve representatives of business, industry, and community organizations as active partners in creating educational opportunities;							A						
(7) understand the role and purpose of cocurricular and extracurricular activities in the teaching and learning process;							A						
(8) understand the impact of reading ability on student achievement in social studies, recognize the varying reading comprehension and fluency levels represented by students, and possess the strategies to assist students to read social studies content materials more effectively; and							A						
(9) apply the standards of effective practice in teaching students through a variety of early and ongoing clinical experiences with middle level and high school students within a range of educational programming models.							A						