**Teacher Work Sample**

**Secondary Social Studies Candidates’ Addendum**

 **Learning Goals**

* Use NCSS standards to guide unit of instruction
* Use NCSS standards to guide lesson planning

 **Assessment Plan**

* Align formative and summative assessments with NCSS standards

 **Design for Instruction**

* Design instructional materials aligned with NCSS standards
* Create opportunities for students to engage in historical interpretation and inquiry

 **Analysis of Student Learning**

* Describe subgroup performance in relation to NCSS standards
* Analyze student performance to determine strengths and weaknesses of

instructional delivery as related to NCSS standards

* Use student data to demonstrate significant learning achievement reflecting concepts, content, and skills articulated in NCSS standards

**Reflection and Self-Evaluation**

* Draw upon NCSS standards, instructional materials, and assessment data to reflect upon larger instructional sequence and improve instruction

 **National Council for the Social Studies (NCSS)**

**THEMES**

**Standard 1.1. Culture and Cultural Diversity.** Candidates in social studies should possess the

knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of culture and cultural diversity.

**Standard 1.2. Time, Continuity, and Change.** Candidates in social studies should possess the

knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of time, continuity, and change.

**Standard 1.3. People, Places, and Environment.** Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of people, places, and environment.

**Standard 1.4. Individual Development and Identity.** Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individual development and identity.

**Standard 1.5. Individuals, Groups and Institutions.** Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individuals, groups, and institutions.

**Standard 1.6. Power, Authority, and Governance.** Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of power, authority and governance.

**Standard 1.7. Production, Distribution, and Consumption.** Candidates in social studies should possess the knowledge, capabilities, and disposition to organize and provide instruction at the appropriate school level for the study of production, distribution, and consumption of goods and services.

**Standard 1.8. Science, Technology and Society.** Candidates in social studies should possess the

knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of science, technology and society.

**Standard 1.9. Global Connections.** Candidates in social studies should possess the knowledge,

capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of global connections and interdependence.

**Standard 1.10. Civic Ideals and Practices.** Candidates in social studies should possess the

knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of civic ideals and practices.