SOCIAL STUDIES TEACHING, HISTORY EMPHASIS, COMPREHENSIVE MAJOR

Teaching (Code 500-027)

University Requirements

GRADUATION REQUIREMENTS FOR BACCALAUREATE DEGREE

Credit Requirements

Minimum total for graduation 1 120
Upper division credits (courses numbered 300 and higher) 39
Liberal Education Core (http://catalog.uwec.edu/undergraduate/graduation-requirements/#header1) 36
Academic Concentrations (http://catalog.uwec.edu/undergraduate/graduation-requirements/#header16)
Grade Point Requirements (http://catalog.uwec.edu/undergraduate/graduation-requirements/#header14) 2

<table>
<thead>
<tr>
<th>Total</th>
<th>2.00 average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resident</td>
<td>2.00 average</td>
</tr>
<tr>
<td>Major</td>
<td>2.00 average</td>
</tr>
<tr>
<td>Minor</td>
<td>2.00 average</td>
</tr>
<tr>
<td>Certificate</td>
<td>2.00 average</td>
</tr>
</tbody>
</table>

University Residency Requirements (http://catalog.uwec.edu/undergraduate/graduation-requirements/#header15)

Minimum total 30
Senior year 23
Major, Standard, upper division in residence 12
Major, Comprehensive, upper division in residence 21
Certificate 25 percent of credits

Procedures Required for Graduation

Obtain admission to the degree program and/or the College offering it.
Apply for graduation on CampS.

1 Certain programs exceed this minimum.
2 See special requirements in each College.

Applicability of Credits Toward Graduation

Junior College or Two-Year College Credits. A maximum of 72 semester credits earned in a junior college or two-year college will be accepted as degree credits at UW-Eau Claire.

Extension Credits. Credits earned in credit outreach courses offered by UW-Eau Claire are treated as resident credits. Credits earned in extension courses offered by other units of the University of Wisconsin System are treated as transfer credits. All other (non-UW) extension and correspondence credits are normally limited to one-fourth of the total required for graduation from any curriculum.

WTCS Credits. A maximum of 72 semester credits earned in college parallel programs at Madison Area Technical College, Milwaukee Area Technical College, Nicolet Area Technical College, or Chippewa Valley Technical College may be accepted as degree credits at UW-Eau Claire. A set number of general education courses will be accepted from other technical schools. Occupational and technical courses may also be considered for transfer if the quality and content of the course work from the technical college is judged to be comparable to course work at UW-Eau Claire. Refer to the Transfer Credit Wizard (https://my.uwec.edu/psp/PUBLIC/EMPLOYEE/HRMS/c/EAU_SS_CUSTOM.EAU_TRNCRDWZ.GBL) or contact the UW-Eau Claire Admissions Office for information about the current transfer policy.

USAFI Credit. UW-Eau Claire will accept up to 32 semester credits for work done through the United States Armed Forces Institute, under the provision for non-UW correspondence credit (see Extension Credits above).

Activity Credit (band, chorus, drama, KINS 100-184 courses) Students may count toward graduation no more than one credit of KINS 110-184 courses. Students may count toward graduation no more than four credits earned in any single activity course and no more than 12 credits resulting from any combination of activity courses (excluding KINS 110-184 courses).

Other Restricted Credits. For other University restrictions, see the following: Cooperative Education; Credit by Examination; Satisfactory/Unsatisfactory Registration; Transfer of Credits. College or departmental restrictions may also be placed on Independent Study (399-499 courses), Directed Study (395-495), and other types of credits.

APPLICATION OF CREDITS TOWARD GRADUATION

<table>
<thead>
<tr>
<th>Credit Restrictions</th>
<th>Total degree credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfactory/Unsatisfactory</td>
<td>maximum 12</td>
</tr>
<tr>
<td>Major, Standard</td>
<td>maximum 1 course</td>
</tr>
<tr>
<td>Major, Comprehensive</td>
<td>maximum 2 courses</td>
</tr>
<tr>
<td>Minor</td>
<td>maximum 1 course</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credit by Examination</th>
<th>Total degree credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major or minor</td>
<td>maximum ¼ of total</td>
</tr>
<tr>
<td>Major or minor</td>
<td>maximum ½ of total</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Two-Year College Credits</th>
<th>Total degree credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maximum 72 credits</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity credit (band, chorus, drama, KINS 100-184)</th>
<th>Total KINS 100-184</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maximum 1 credit</td>
<td></td>
</tr>
</tbody>
</table>

| Total Band, chorus, drama  | Maximum 12 credits |
| Single course band, chorus, drama | Maximum 4 credits |

<table>
<thead>
<tr>
<th>Extension credits</th>
<th>UW-System</th>
</tr>
</thead>
<tbody>
<tr>
<td>No maximum</td>
<td></td>
</tr>
</tbody>
</table>

| Other extension/correspondence | Maximum ¼ of total |
| USAFI |
USAIF
maximum 32
credits

**Liberal Education Core**
The University of Wisconsin-Eau Claire measures learning outcomes to ensure that its graduates have achieved a liberal education and prepared themselves to contribute to a complex society. Upon graduation, each undergraduate will have met the five learning goals of our liberal education core and the 12 learning outcomes they comprise.

**LIBERAL EDUCATION CORE REQUIREMENTS**
a minimum of 36 credits

### Knowledge Goal
- **Knowledge Outcome 1 (K1): Natural Sciences**
  - Two (2) learning experiences
  - One experience in laboratory science must be selected from either K1 or K2.
- **Knowledge Outcome 2 (K2): Social Sciences**
  - Two (2) learning experiences
  - One experience in laboratory science must be selected from either K1 or K2.
- **Knowledge Outcome 3 (K3): Humanities**
  - Two (2) learning experiences
- **Knowledge Outcome 4 (K4): Fine Arts**
  - One (1) learning experience

### Skills Goal
- **Skills Outcome 1 (S1): Written and Oral Communication**
  - Two (2) learning experiences
  - One S1 must meet the University Writing Requirement
- **Skills Outcome 2 (S2): Mathematics**
  - One (1) learning experience
  - One S2 to meet the University Mathematics Requirement
- **Skills Outcome 3 (S3): Creativity**
  - One (1) learning experience

### Responsibility Goal
- **Responsibility Outcome 1 (R1): Equity, Diversity, and Inclusivity**
  - Two (2) learning experiences
  - One R1 must satisfy Design for Diversity
- **Responsibility Outcome 2 (R2): Global Perspectives**
  - One (1) learning experience
- **Responsibility Outcome 3 (R3): Civic and Environmental Issues**
  - One (1) learning experience

### Integration Goal
- **Integration Outcome 1 (I1): Integration**
  - Two (2) learning experiences

### Service-Learning Goal
- **Service-Learning**
  - 30 hours

## College Degree Requirements

### University Requirements in Teacher Education in the College of Education and Human Sciences

### College Requirements for Teacher Education
All candidates for teacher education baccalaureate degrees must also meet the following:

1. Liberal Education requirements in the College of Education and Human Sciences.
2. Grade point requirements:
   - **Abbreviation** | **Full Title**
     - Resident | 2.75 average
     - Total | 2.75 average
     - Major | 2.75 average
     - Minor (for certification only) | 2.75 average

3. Residency requirements:
   - **Abbreviation** | **Full Title**
     - Minimum Total | 30 credits
     - Senior Year | 23 credits
     - Major, in upper division courses | 12 credits
     - Comprehensive Major, in upper division courses | 21 credits

4. Criteria and requirements for Professional Programs and for Admission to the Professional Semester.
5. Specific requirements of programs offered in the College of Education and Human Sciences. (See the departmental sections of this catalog.)

### Teaching Licensure Requirements - Grades 4-12

#### Program Options B and C
These program options are organized around content majors and education courses and are designed to prepare teachers for grades 4-12 teaching or for grades K-12 teaching in selected areas. Each program requires the student to complete:

1. a comprehensive major (at least 60 credits) or a standard major (at least 36 credits) plus one of the following: another standard major (at least 36 credits), or a minor (at least 24 credits), or a certificate (12-18 credits).
2. Students choosing another major or minor may choose from the approved majors and minors listed in the table below, but are not required to do so. Students pursuing a K-12 licensure are not required to elect a second plan that leads to certification.
3. a professional sequence consisting of teaching methods and related courses.
3. ES 212, ES 313, and ES 314 with a minimum grade of C (not C-) in each course. Students must also earn a C or better in the prescribed methods courses for their major. See list of prescribed methods courses below.

Students are assigned an education academic advisor and a faculty advisor through the content major department.

### Option B: Grades 4-12

<table>
<thead>
<tr>
<th>Code</th>
<th>Professional Sequence</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ES 212</td>
<td>Exploring Schooling K-12</td>
<td>2-3</td>
</tr>
<tr>
<td>ES 313</td>
<td>Curriculum, Instructional Methods, and Disciplinary Literacies in Grades K-12</td>
<td>3</td>
</tr>
<tr>
<td>ES 314</td>
<td>Collaboration, Engagement, and Assessment in Grades K-12</td>
<td>3</td>
</tr>
<tr>
<td>ES 385</td>
<td>Social Foundations: Human Relations</td>
<td>3</td>
</tr>
</tbody>
</table>

Prescribed special methods course(s) (see approved majors and minors below)

| ES 445 & ES 470 | Internship Teaching in Middle Level Education                 | 5-10    |
| SEIP 300       | Inclusive Practices for Secondary Educators                  | 3       |

Approved Majors and Minors for Option B (Students must earn a minimum grade of C or above in prescribed methods courses.

### Admission Requirements

#### Admission to Education Programs

Formal application to the professional education program must be made by October 1 for spring admission or March 1 for fall admission. In order to submit an application to an Education Program, students must satisfy all of the requirements listed below:

1. Approval by the appropriate department in the College of Education and Human Sciences. See Department of Education for Equity and Justice (http://catalog.uwec.edu/undergraduate/education-human-sciences/education-for-equity-justice/) and Special Education and Inclusive Practices (http://catalog.uwec.edu/undergraduate/education-human-sciences/special-education-inclusive-practices/) sections of this catalog for criteria to be considered in making these recommendations.

2. Pre-education status.

3. Students must have attained at least Sophomore Status

4. Minimum total GPA of 2.5. Admission is competitive; thus the minimum GPA does not assure admission to a professional program in education.

5. Met the University Writing Requirement (complete WRIT 114, WRIT 116, WRIT 118, or WRIT 120 or the equivalent earning a C or better)

6. Met the University Mathematics requirements (complete one college-level course to be considered in making these recommendations)

7. Good academic standing.

8. Complete an introductory education course with a field placement (eg. SEIP 208, ES 212 or the equivalent) with a grade of C or better.

9. Specific department criteria are found under the Department of Education for Equity and Justice (http://catalog.uwec.edu/undergraduate/education-human-sciences/education-for-equity-justice/) and Special Education and Inclusive Practices (http://catalog.uwec.edu/undergraduate/education-human-sciences/special-education-inclusive-practices/) sections of this catalog.

### Comprehensive Majors

<table>
<thead>
<tr>
<th>Code</th>
<th>Prescribed Methods Course</th>
<th>Additional Requirement</th>
<th>Praxis II Content Test Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>541-001</td>
<td>ENGL 319, ENGL 419</td>
<td></td>
<td>See department for ETS exam number</td>
</tr>
<tr>
<td>184-001</td>
<td>ES 357</td>
<td></td>
<td>See department for ETS exam number</td>
</tr>
<tr>
<td>500-020</td>
<td>ES 356</td>
<td>ECON 103, BIOL 180 or GEOG 178</td>
<td>See department for ETS exam number</td>
</tr>
<tr>
<td>241-XXX</td>
<td>ES 360</td>
<td>BIOL 180 or GEOG 178</td>
<td>See department for ETS exam number</td>
</tr>
</tbody>
</table>

Application Procedure

Students must formally apply to the professional program. The number of students admitted to a program may be limited by resources available and not everyone who applies can be guaranteed admission. See the appropriate section of this catalog for criteria upon which the departmental
Admission to the Teaching Professional Semester (Student Teaching)

Admission to the Professional Education Semester

The “professional semester” is defined as the senior semester in which a student is enrolled in the field experience of student teaching or internship.

Filing Notice of Intent to Student Teach Applications

Students who plan to enter the professional semester during the fall semester of the next academic year must file a Notice of Intent to Student Teach with the Teacher Education Program office in the fall. Students who plan to enter the professional semester during the spring semester of the next academic year must file a Notice of Intent to Student Teach with the Teacher Education Program office in the spring. Information concerning the Notice of Intent to Student Teach will be advertised widely and posted across campus each semester with an associated due date.

Students are encouraged to submit their Notice of Intent to Student Teach by the announced due date. Considerable time is required to process each notice—that is, to determine eligibility, to make arrangements with schools for an appropriate field experience assignment, and to allow for introductions, orientations, and, in some cases, interviews. Students who file on time will benefit by the careful consideration that can be given to their requests; the later a notice is received, the fewer the placement assignments and choices still available will be. Failure to file a Notice of Intent to Student Teach on time may result in a delay of the professional semester.

Transfer and Special Students

No transfer or special student can enter the professional semester until after a full semester of residence. No application for admission to the professional semester will be processed in the case of transfer and special students unless a full semester of residence and after earning a minimum of 15 credits at UW-Eau Claire. Senior transfer students enrolling in September must file an application for admission to the professional semester by December 1 for the following fall.

Special or Transfer Students

Special students and transfer students who desire to be admitted to a teacher education program should inform the Admissions Office upon application for admission to the University. They should indicate their area of interest and what teaching major they wish to pursue. These students are expected to have a minimum GPA of 2.5.

Criteria for Admission

No application for admission to the professional semester will be processed in the case of transfer and special students unless a full semester of residence and a minimum of 15 credits have been earned at UW-Eau Claire.

Factors to be considered in the application for admission to the professional semester are:

1. Criteria for admission to a professional program have been met.
2. Good academic standing, as defined in the catalog section on Academic Standing and Progress.
3. A minimum of 90 credits completed prior to the professional semester.
4. Approval of the major and minor department(s). Departments may have separate criteria they use to determine approval.
5. Resident and total GPAs of at least 2.75; GPAs of at least 2.75 in the major(s) and minor(s) intended for certification. All college-level courses attempted by the student are included when major, minor, and total GPAs are determined for admission to the professional semester and for graduation.
6. Completion of the 30 hour Human Relations Fieldwork requirement.
7. Evidence of freedom from tuberculosis. Tests are provided by Student Health Services or results of tests must be provided by the student when filing for the professional semester.
8. Approval by the appropriate departments in the College of Education and Human Sciences and the College of Arts and Sciences.
9. Completion of required criminal background check.

Deadline for Meeting Criteria

For placements in the fall semester, criteria for which the student is responsible (GPA, TB test, and criminal background check) must be met by March 1 of the preceding semester.

For placements in the spring semester, these criteria must be met by October 1 of the preceding semester.

For placements in the summer session, these criteria must be met by February 1 of the preceding semester.

Failure to meet criteria on time may result in a delay of the professional semester.

Licensure to Teach

Criteria for Recommendation for Licensure:

1. Completion of a baccalaureate degree.
2. Completion of an approved teacher education major, minor, or certificate.
3. A 2.75 or higher GPA in the major and minor (where certifiable) and in the combination of all course work in the major, minor (where certifiable), and professional education courses exclusive of student teaching. All college-level courses attempted by the student except student teaching are included when major, minor, and professional education GPAs are determined for recommendation for licensure.
4. Completion of student teaching courses with a mark of S.
5. Content area proficiency through one of the following:

   Students will earn a minimum 3.0/4.0 GPA in content courses OR through obtaining a passing score on the appropriate Praxis II or ACTFL written portion (WPT) exam for Languages candidates. All Languages candidates must pass the OPI/OPIc within three years prior to the start of student teaching.
   All Elementary-Middle and Special Education majors and minors, and Early Childhood majors must earn a passing score on the FORT.

Wisconsin Application

College of Education and Human Sciences graduates who desire to teach in Wisconsin, will apply for licensure using the WI Department of Public Instruction’s (DPI), ELO (Electronic Licensing Online) by following all steps listed on the site including fingerprinting if applicable.

Upon completion of all program requirements and University and WI Department of Public Instruction teaching requirements, information will be forwarded to WI DPI verifying this completion (including the completion of all required tests), a degree and any add-on certifications that have been awarded, and certifications the teaching candidates are eligible for with licensure. Candidates will then apply for their Initial License.
Out-of-state Applications
It is recommended that graduates seeking licensure to teach in states other than Wisconsin request application forms and instructions from the Department of Education of the state in which licensure is desired. Certification requirements vary by state. Inquiry early in the period of professional preparation is advisable. In most cases, an official transcript of credits must accompany the completed application form; additional tests or course work may be required. Therefore, it is imperative to check requirements of other states. Wisconsin and most other states require institutional endorsement. In general, candidates will be able to obtain licenses in other states; however, these licenses may be issued with stipulations. It is the student’s responsibility to understand the licensing requirements of other states. UW-Eau Claire programs are designed to meet the requirements in Wisconsin only.

Major Requirements
Teaching (Code 500-027)
The comprehensive major in Social Studies Teaching, History Emphasis prepares education students to teach all social studies courses in a regular education setting grades 4 through 12.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>24 credit concentration in History</strong></td>
<td><strong>24</strong></td>
</tr>
<tr>
<td>HIST 124</td>
<td>World History to 1500</td>
<td>3</td>
</tr>
<tr>
<td>HIST 125</td>
<td>World History Since 1500</td>
<td>3</td>
</tr>
<tr>
<td>HIST 198</td>
<td>Doing History: Skills and Practice</td>
<td>3</td>
</tr>
<tr>
<td>HIST 288</td>
<td>Introduction to Research Methods and the Profession</td>
<td>3</td>
</tr>
<tr>
<td>and one of the following:</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>HIST 114</td>
<td>United States History to 1877</td>
<td></td>
</tr>
<tr>
<td>HIST 115</td>
<td>United States History Since 1877</td>
<td></td>
</tr>
<tr>
<td>and one of the following:</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>HIST/WGSS 205</td>
<td>American Women’s History</td>
<td></td>
</tr>
<tr>
<td>HIST 210</td>
<td>African American History 1865 to Present</td>
<td></td>
</tr>
<tr>
<td>HIST/AIS 240</td>
<td>American Indian History</td>
<td></td>
</tr>
<tr>
<td>and six additional credits in History at 300 or 400 level, with at least one course from &quot;Diversity&quot; course list and one course from &quot;Global&quot; course list located on History, Major - Liberal Arts page in the Catalog</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td><strong>Additional Required Courses:</strong></td>
<td><strong>36</strong></td>
<td></td>
</tr>
<tr>
<td>ECON 103</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 104</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 111</td>
<td>Planet Earth: Human Geography</td>
<td>3</td>
</tr>
<tr>
<td>POLS 110</td>
<td>American National Politics</td>
<td>3</td>
</tr>
<tr>
<td>POLS 122</td>
<td>Introduction to World Politics</td>
<td>3</td>
</tr>
<tr>
<td>POLS 301</td>
<td>State and Local Politics</td>
<td>3</td>
</tr>
<tr>
<td>POLS 305</td>
<td>Survey of U.S. Constitutional Principles</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 100</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 101</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>IDIS 285</td>
<td>Integrating the Social Sciences: The Social Studies</td>
<td>3</td>
</tr>
<tr>
<td>and one of the following courses: (3 credits)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>GEOG 301</td>
<td>Geography of Western Europe</td>
<td></td>
</tr>
</tbody>
</table>

1 More information can be found on this webpage.

NOTE 1: In addition to the 60-credit major, students must complete either GEOG 178 (II, K1) or BIOL 180 (II, R3) and PSYC 260 (K2).

NOTE 2: This major is restricted to students in the College of Education and Human Sciences

NOTE 3: Teacher Education Candidates shall demonstrate content area proficiency through one of the following:

Students will earn a minimum 3.0/4.0 GPA in content courses OR through obtaining a passing score on the appropriate Praxis II/ACTFL exam.

Program Learning Outcomes
Candidates in this program will be able to meet the following learning outcomes: (These learning outcomes are based on the National Council for the Social Studies)

Content Knowledge
Demonstrate knowledge of social studies disciplines. Candidates are knowledgeable of disciplinary concepts, facts, and tools; structures of inquiry; and forms of representation.

- Element 1a: Candidates are knowledgeable about the concepts, facts, and tools in civics, economics, geography, history, and the social/behavioral sciences.
- Element 1b: Candidates are knowledgeable about disciplinary inquiry in civics, economics, geography, history, and the social/behavioral sciences.
- Element 1c: Candidates are knowledgeable about disciplinary forms of representation in civics, economics, geography, history, and the social/behavioral sciences.

Application of Content Through Planning
Plan learning sequences that leverage social studies knowledge and literacies, technology, and theory and research to support the civic competence of learners.

- Element 2a: Candidates plan learning sequences that demonstrate social studies knowledge aligned with the C3 Framework, state-required content standards, and theory and research.
- Element 2b: Candidates plan learning sequences that engage learners with disciplinary concepts, facts, and tools from the social studies disciplines to facilitate social studies literacies for civic life.
• Element 2c Candidates plan learning sequences that engage learners in disciplinary inquiry to develop social studies literacies for civic life.
• Element 2d Candidates plan learning sequences where learners create disciplinary forms of representation that convey social studies knowledge and civic competence.
• Element 2e Candidates plan learning sequences that use technology to foster civic competence.

Design and Implementation of Instruction and Assessment

Design and implement instruction and authentic assessments, informed by data literacy and learner self-assessment, that promote civic competence.

• Element 3a Candidates design and implement a range of authentic assessments that measure learners’ mastery of disciplinary knowledge, inquiry, and forms of representation for civic competence and demonstrate alignment with state required content standards.
• Element 3b Candidates design and implement learning experiences that engage learners in disciplinary knowledge, inquiry, and forms of representation for civic competence and demonstrate alignment with state-required content standards.
• Element 3c Candidates use theory and research to implement a variety of instructional practices and authentic assessments featuring disciplinary knowledge, inquiry, and forms of representation for civic competence.
• Element 3d Candidates exhibit data literacy by using assessment data to guide instructional decision-making and reflect on student learning outcomes related to disciplinary knowledge, inquiry, and forms of representation for civic competence.
• Element 3e Candidates engage learners in self-assessment practices that support individualized learning outcomes related to disciplinary knowledge, inquiry, and forms of representation for civic competence.

Social Studies Learners and Learning

Use knowledge of learners to plan and implement relevant and responsive pedagogy, create collaborative and interdisciplinary learning environments, and prepare learners to be informed advocates for an inclusive and equitable society.

• Element 4a Candidates use knowledge of learners’ socio-cultural assets, learning demands, and individual identities to plan and implement relevant and responsive pedagogy that ensures equitable learning opportunities in social studies.
• Element 4b Candidates facilitate collaborative, interdisciplinary learning environments in which learners use disciplinary facts, concepts, and tools, engage in disciplinary inquiry, and create disciplinary forms of representation.
• Element 4c Candidates engage learners in ethical reasoning to deliberate social, political, and economic issues, communicate conclusions, and take informed action toward achieving a more inclusive and equitable society.

Professional Responsibility and Informed Action

Reflect and expand upon their social studies knowledge, inquiry skills, and civic dispositions to advance social justice and promote human rights through informed action in schools and/or communities.

• Element 5a Candidates use theory and research to continually improve their social studies knowledge, inquiry skills, and civic dispositions, and adapt practice to meet the needs of each learner.
• Element 5b Candidates explore, interrogate, and reflect upon their own cultural frames to attend to issues of equity, diversity, access, power, human rights, and social justice within their schools and/or communities.
• Element 5c Candidates take informed action in schools and/or communities and serve as advocates for learners, the teaching profession, and/or social studies.