In addition to the student goals and performances expected in all programs, social science educators are expected to have experience in and be able to apply the skills, knowledge and dispositions necessary to attain the following goals. Please include a brief accounting of your experience for each of these in narrative form as well as using the descriptors from the Intern Evaluation Form (IEF) used in part one.

<table>
<thead>
<tr>
<th>1.1 Theme One Culture</th>
<th>1</th>
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<tbody>
<tr>
<td>Enable learners to analyze and explain the ways groups, societies, and cultures address human needs and concerns;</td>
<td>IP</td>
<td>Meets</td>
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<td>Guide learners as they predict how data and experiences may be interpreted by people from diverse cultural perspectives</td>
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<td>Encourage learners to compare and analyze societal patterns for preserving and transmitting culture</td>
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<thead>
<tr>
<th>1.2 Theme Two: Time, Continuity, and Change</th>
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<tbody>
<tr>
<td>Assist learners to understand that historical knowledge and the concept of time are socially influenced constructions</td>
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<tr>
<td>Ask learners to identify and describe significant historical periods and patterns of change</td>
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<td>Provide learners with opportunities to investigate, interpret, and analyze multiple historical and contemporary viewpoints</td>
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<tr>
<th>1.3 Theme Three: People, Places, and Environment</th>
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<tr>
<td>Enable learners to construct, use and refine mental maps of locales, regions, and the world</td>
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</table>
Ask learners to describe how people create places that reflect culture, human needs, current values and ideals.

Have learners explore the ways Earth's physical features have changed over time. Reference lessons taught, lesson plans, unit plans, TWS.

1.4 Theme Four: Individual Development and Identity
Assist learners in articulating personal connections to time, place and social/cultural systems;

Help learners to identify, describe, and express appreciation for the influences of various historical and contemporary cultures
Help learners to describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of sense of self; Reference lessons taught, lesson plans, unit plans, TWS.

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1.5 Theme Five: Individuals, Groups, and Institutions
Help learners understand the concepts of role, status, and social class
Help learners analyze group and institutional influences on people, events,
and elements of culture
Explain to learners the various forms institutions take, and explain how they develop and change over time. Reference lessons taught, lesson plans, unit plans, TWS

1.6 Theme Six: Power, Authority, and Governance
Enable learners to examine the rights and responsibilities of the individual Help students to explain the purpose of government and how its powers are acquired, used, and justified; Provide opportunities for learners to examine issues involving the rights, roles, and status of individuals. Reference lessons taught, lesson plans, unit plans, TWS

1.7 Theme Seven: Production, Distribution, and Consumption
Enable learners to explain how the scarcity of productive resources (human, capital, technological, and natural) requires the development of
economic systems
Help learners analyze the roll that supply and demand, prices, incentives, 
and profits play in determining what is produced
Help learners compare the costs and benefits to society of allocating goods 
and services through private and public sectors; Reference lessons 
taught, lesson plans, unit plans, TWS

### 1.8 Theme Eight: Science, Technology and Society
Enable learners to identify, describe, and examine both current and 
historical examples of the interaction and interdependence of science, 
technology, and society in a variety of cultural settings;
Provide opportunities for learners to make judgments about how science 
and technology have transformed the physical world
Have learners analyze the way in which science and technology influence 
core societal values, beliefs, and attitudes. Reference lessons taught, 
lesson plans, unit plans, TWS

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### 1.9 Theme Nine: Global Connections
Enable learners to explain how language, art, music, belief systems, and 
other cultural elements can facilitate global understanding
Help learners to explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups.
Provide opportunities for learners to analyze and evaluate the effects of changing technologies on the global community.

1.10 Theme Ten: Civic Ideals and Practices
Assist learners to understand the origins and interpret the continuing influence of key ideals of the democratic republican form of government.
Guide learner efforts to identify, analyze, interpret, and evaluate sources and examples of citizen's rights and responsibilities;
Facilitate learner efforts to locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues identifying, describing, and evaluating multiple points of view.

2.1 History
Assist learners in utilizing chronological thinking
Guide learners in practicing skills of historical analysis and interpretation
Assist the learners in developing historical research capabilities
Help learners to identify issues and problems in the past. Reference
lessons taught, lesson plans, unit plans, TWS Reference lessons taught,
lesson plans, unit plans, TWS

2.2 Geography
Guide learners in the use of maps and other geographic representations
Help learners to understand the physical and human characteristics of
places
Enable learners to understand how culture and experience influence
people. Reference lessons taught, lesson plans, unit plans, TWS
Reference lessons taught, lesson plans, unit plans, TWS

2.3 Civics & Government
Assist learners in developing an understanding of civic life, politics and
government
Guide learners as they explore American democracy
Help learners understand how the government of the United States operates under the constitution
Assist learners in developing an understanding of citizenship.
Reference lessons taught, lesson plans, unit plans, TWS Reference lessons taught, lesson plans, unit plans, TWS