

IV. INDIVIDUAL DEVELOPMENT AND IDENTITY

Social studies teachers 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.

Learner Expectations

All humans think, learn, act, and develop cognitively, socially, physically, emotionally, personally, and mentally as well as construct, test, confirm, revise, and apply multiple concepts of and multiple identities as to who they are. While much of what humans are and become has been associated with genetics and assumed natural stages of physical, psychological, emotional, and mental development; a far greater factor in mental, social, emotional, personal, and identity construction and application is the interaction of the individual with his or her environments and the consequences of these interactions. All individuals should know the factors that contribute to who they are; to what they think, feel, and believe; to what they decide and do: to why they are likely to make certain decisions and act in particular ways; and to how they perceive themselves, their abilities, their personality, and the world.

INSTRUCTIONS

1. List the courses you have taken (and final grade earned) that you feel have addressed this standard.

Course #	Course Name	Instructor	Grade	Ck
EDUC 413	ED. PSYCH: SOCIAL ASPECTS	Y. SONG	A-	
EDUC 414	ED. PSYCH: COGNITIVE ASPECTS	O. YATZUS	A	
HIST 325	BLACK AMERICA TO CIVIL WAR	H. JOHNSON	A-	<input checked="" type="checkbox"/>
PHIL 204	WORLD RELIGIONS	A. SMITH	A	
GEOG 102	HUMAN GEOGRAPHY	A. VENESS	A-	

2. Check (ck) above the one course that best enabled you to understand the concepts in this standard.
 - Attach a work sample from this class.
 - Attach a syllabus from this class. Highlight where the work sample appears in the syllabus.
3. Write a 150-200 words essay (typed, double-spaced, and in 12-point font) that addresses the questions listed below.
 - a. Why did you choose this particular course as your example? (Demonstrate that you understand the content and concepts contained in the standard. Show clearly how the course relates to the standard.)
 - b. How does your work sample show that you understand this standard? (Demonstrate the sample's relationship to the standard.)

IV. INDIVIDUAL DEVELOPMENT AND IDENTITY

When reviewing my completed coursework it seems that Professor Howard Johnson's History of Black America to the Civil War course best meets the concepts of the fourth standard. Living in such a diverse society, it is important to understand why different groups of people are the way they are and how they got to be that way. A survey of African American oppression and racial segregation in the United States allowed students to recognize and identify the ways with which the enslaved dealt. Furthermore, the course provided students with an opportunity to better understand how the different cultures of the pre-Civil War era dealt with and adapted to their social environments. In particular, the consequential interactions of African American slaves, with their respective environments and other cultures, provided positive and negative illustrations of coping mechanisms to which their successors could identify and utilize in their own environments. In addition, different cultural groups were able to better understand the impacts of their ancestry in the social settings in which they lived. Those impacts established precedent behaviors and customs from which future generations would learn.

The work sample which I have chosen investigates possible reasons why the majority of African American slaves in the Americas resorted to non-violent resistance to their enslavement. In addition, this discussion provides the characteristic response to different types of slave resistance, thus, demonstrating the consequences of slave interaction with their environment. As the fourth standard addresses, all individuals should have knowledge of the factors that contribute to who they are and how they perceive themselves. In my opinion, African American spirituality traces many of its roots from the period of enslavement. With a fundamental understanding of the circumstances of slavery in the Americas, many people (Caucasian and African American) can draw connections to their ancestors, providing a look into what makes up their individual family histories and who they are today.