

II. TIME, CONTINUITY, AND CHANGE

Social studies teachers 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.

Learner Expectations

The study of time, continuity, and change allows learners to understand their historical roots and to locate themselves in time. Learning how to read and reconstruct the past allows them to develop a historical perspective and to answer questions such as: Who am I? What happened in the past? How has the world changed and how might it change in the future? Why does our personal sense of relatedness to the past change? How can the perspective we have about our own life experiences be viewed as part of the larger human story across time? How do our personal stories reflect varying points of view and inform contemporary ideas and actions? Learners also draw on their knowledge of history to make informed choices and decisions in the present.

INSTRUCTIONS

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

| Course # | Course Name | Instructor | Grade | Ck |
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- Check (ck) above the one course that best enabled you to understand the concepts in this standard.
 - Attach a graded work sample from this class.
 - Attach a syllabus from this class. Highlight where the work sample appears in the syllabus.
 - Note that you can use one course for more than one standard; however, you can only use your graded work sample once.
- Write a 150-200 words essay (typed, double-spaced, and in 12-point font) that addresses the questions listed below.
 - 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.)
 - How does your work sample show that you understand this standard? (Demonstrate the sample's relationship to the standard.)