

Endorsement Competencies for Middle Level Humanities 4-9

2007 Standards for Middle Level Humanities
1.0 Common Core - Middle Level Humanities: <i>Middle level teacher candidates understand and use the central concepts, tools of inquiry, standards, and structures of humanities, and they create meaningful learning experiences that develop all middle level learners' competence in subject matter and skills. As a result, candidates:</i>
1.1 Define humanities as a way of thinking about and responding to the world – as tools to examine and make sense of the human experience in general and individual experiences in particular (e. g. reflect upon our lives and ask fundamental questions of value, purpose, and meaning in a rigorous and systematic way).
1.1.1 Recognize social studies concepts (e. g. power, governance, authority, movement, location, production, distribution, consumption, chronology) and skills (e. g. sequencing, record keeping, mapping, collecting, describing, interpreting) experienced in all learning environments.
1.1.2 Recognize literacy (e. g. reading, writing, speaking, listening, viewing, thinking) experienced in all learning environments.
2.0 Common Core – English Language Arts: <i>Candidates know and understand the Reading and English Language Arts Essential Academic Learning Requirements. They understand current theories and research related to reading, writing, speaking, listening, viewing, and thinking. As a result, candidates:</i>
2.1 Understand the grammar of Standard American English including semantics, syntax, morphology, and phonology.
2.2 Understand that reading, writing, and communication are developmental processes.
2.3 Understand the role of reflection, analysis, evaluation, and goal setting in English language arts.
3.0 Common Core – Reading: <i>Candidates know and understand the Reading and English Language Arts Essential Academic Learning Requirements. They understand the processes, purposes, and practical aspects of teaching reading. As a result, candidates:</i>
3.1 Know current state standards (EALRs and GLEs) in reading.
3.2 Understand the role of metacognition in reading.
3.3 Understand the essential components of reading (phonics, fluency, vocabulary, comprehension).
3.4 Understand the use of a wide range of strategies (e. g. metacognitive strategies, text features) to comprehend, analyze, interpret, and evaluate a wide variety of literary and expository texts.
4.0 Common Core – Writing: <i>Candidates know and understand the Writing Essential Academic Learning Requirements. They understand the processes, purposes, and practical aspects of teaching writing. As a result, candidates:</i>
4.1 Know current state standards (EALRs and GLEs) in writing.

4.2 Understand the writing process, its components (prewriting, drafting, revising, editing, publishing), and its recursive, interactive, and collaborative nature.
4.3 Understand the traits of effective writing (ideas, organization, voice, word choice, sentence structure, conventions, and presentation).
4.4 Understand the role and interaction of audience, purpose, and form.
4.5 Understand the interrelationship between language of origin and the development of writing.
5.0 Common Core – Communication: <i>Candidates know and understand the Communication Essential Academic Learning Requirements. They understand the processes, purposes, and practical aspects of teaching communication. As a result, candidates:</i>
5.1 Know current state standards (EALRs and GLEs) in communication.
5.2 Understand and articulate a variety of ways to plan for and organize effective oral communication and presentation.
5.3 Understand a variety of ways for students to listen actively to gain information.
6.0 Common Core – Social Studies: <i>Candidates know and understand the Social Studies Essential Academic Learning Requirements. They are able to perceive systems of interaction, exchange, space, and time within and between peoples. As a result, candidates:</i>
6.1 Understand diverse perceptions (e.g. historical, cultural, regional) of interaction, exchange, space, and time.
6.2 Understand the development of social efficacy as a continuous and metacognitive process.
7.0 Common Core – Civics: <i>Middle level teacher candidates understand and apply knowledge of government, law, politics and the nation’s fundamental documents to make decisions about local, national, and international issue and to demonstrate thoughtful, participatory citizenship. As a result, candidates:</i>
7.1 Understand key democratic ideals and constitutional principles of the United States as expressed in the foundational documents.
7.2 Understand the purposes, function, and structure of governments, laws, and differing political systems.
7.3 Understand the rights and responsibilities of citizenship and civic involvement.
7.4 Understand the purposes and organization of international relationships and United States foreign policy.
8.0 Common Core – Economics: <i>Middle level teacher candidates understand economic concepts and systems to comprehend the interactions between economy and individuals, households, businesses, governments, and societies. As a result, candidates:</i>
8.1 Understand that people have to make choices among needs and wants and evaluate the outcomes of those choices.
8.2 Understand how economic systems function.
8.3 Understand governments’ role in an economy.

8.4 Understand the economic issues and problems that all societies face.
9.0 Common Core – Geography: <i>Middle level teacher candidates understand and apply the concepts of place, region, location, and movement to demonstrate knowledge of how geographic features and human cultures shape and impact environments. As a result, candidates:</i>
9.1 Understand how to construct and use geographical tools (e.g. maps, charts, diagrams, models) to explain spatial arrangements of people, places, resources and environments.
9.2 Understand the role of interactions among humans, cultures, and environments.
10.0 Common Core – History: <i>Middle level teacher candidates understand and apply knowledge of historical chronology, eras, turning points, major ideas, individuals, and themes of history in order to evaluate the role of historical trends and how they shape the present and future. As a result, candidates:</i>
10.1 Understand historical chronology including the ability to understand how themes and developments help to define eras.
10.1.1 Understand key themes and developments in world history including civilizations on two or more continents (8000 B.C.E. to 600 C.E.).
10.1.2 Understand key themes and development of societies in two or more world regions from 600 C.E. to 1450 C.E.
10.1.3 Understand key themes and developments in Washington state history in the following eras: Northwest Coastal and Plateau Tribes; Maritime and overland exploration and trade; Immigration and settlement; Territorial and treaty-making era; Railroads, resources, labor; Great Depression and World War II; Cold War, Civil Rights; Contemporary Washington history.
10.1.4 Understand key themes and development of United States history to 1900: Indigenous people; Encounter, Colonization and Devastation; Founding of the Early Republic and the Constitution; Slavery, Expansion, Removal and Reform; Civil War and Reconstruction; Development of the West, Industrialization, Immigration, and Urbanization.
10.2 Understand the major causal factors that have shaped history, including individuals and groups, ideas and technology, culture & cultural groups.
10.3 Analyze and synthesize multiple interpretations and perspectives about historical events.
10.4 Understand the role of historical perspective to explain the present and to plan for the future.
11.0 Common Core - Social Studies Skills: <i>Middle level teacher candidates help students understand and apply reasoning skills to conduct research, deliberate, form and evaluate positions through the process of reading, writing, and communicating. As a result, candidates:</i>
11.1 Understand the process of inquiry and information skills required by citizens in a democratic society.
11.2 Understand the concepts and procedures of interpersonal and group process skills required by citizens in a democratic society.
11.3 Understand the concepts and procedures of critical thinking and problem solving

skills to make informed and reasoned decisions in an increasingly complex world.
11.4 Understand concepts, issues, themes, and events from perspectives of diverse ethnic and cultural groups.
11.5 Understand the function of reading, writing, and communication skills to create meaning and to share a developing awareness of history, geography, civics and economics.
12.0 Common Core –Humanities Instructional Methodology and Curriculum: <i>Middle level teacher candidates have knowledge to foster a literate environment utilizing a wide range of instructional practices, approaches, methods, and curriculum materials to support literacy instruction. As a result, candidates:</i>
12.1 Demonstrate integration of the Humanities.
12.1.1 Demonstrate knowledge of the interrelationships of reading and writing, and listening and speaking.
12.1.2 Demonstrate knowledge of the essential components of reading (phonics, fluency, vocabulary, comprehension).
12.1.3 Demonstrate the integration of other content areas into the Humanities.
12.2 Demonstrate a wide range of instructional strategies used to comprehend, analyze, interpret, and evaluate a wide variety of literary and expository texts.
12.2.1 Model metacognition through the use of think-alouds and read-alouds.
12.2.2 Integrate higher level thinking skills into lesson designs.
12.2.3 Model and scaffold metacognitive processes for a wide variety of tasks and text.
12.4 Model and scaffold the writing process, its components (prewriting, drafting, revising, editing, publishing), and its recursive, interactive, and collaborative nature.
12.5 Model and scaffold the traits of effective writing (ideas, organization, voice, word choice, sentence structure, and conventions).
12.6 Demonstrate a variety of ways to incorporate opportunities for students to use oral communication and presentation.
12.6.1 Demonstrate a variety of ways for students to listen actively to gain information.
12.6.2 Create a classroom environment that supports the development of deliberative discussion skills.
12.6.3 Support discussion of controversial issues by emphasizing and modeling the importance of evidence, objectivity, active listening, and mutual respect.
12.7 Demonstrate knowledge of the interrelationship between language of origin and literacy acquisition.
12.8 Use a wide range of curriculum materials to ensure effective use of text for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds.
12.8.1 Use students’ interests, reading skills, and backgrounds when selecting resources.
12.8.2 Select and adapt a variety of print, nonprint (e.g. digital slideshows, web pages, artifacts), and classroom-based instructional materials appropriate to the developmental needs of the student.
12.8.3 Demonstrate the use of primary source materials in units and lessons.
12.8.4 Demonstrate knowledge of the purpose and use of various nonfiction text.
12.8.5 Demonstrate knowledge of the range of genre in classic and contemporary

children's and young adult literature in relationship to content area themes.
12.9 Plan and implement classroom activities that involve students in authentic experiences to become informed, engaged citizens.
12.10 Engage in culturally inclusive, sensitive, and relevant teaching of humanities.
13.0 Common Core – Humanities Assessment, Diagnosis, and Evaluation: <i>Candidates demonstrate knowledge of the assessment /evaluation/instruction cycle and how to use a variety of assessment tools and practices to plan and evaluate effective instruction. As a result, candidates:</i>
13.1 Demonstrate ongoing and long-term monitoring of student progress in social studies and language arts content and skills.
13.1.1 Demonstrate the use of variability in reading levels among children in the same grade, and within a child, across the essential components of reading.
13.1.2 Document and communicate students' progress toward the GLEs for social studies, reading, writing, and communication using multiple sources of evidence (qualitative and quantitative evidence).
13.2 Interpret assessment results to inform instruction.
13.2.1 Demonstrate differentiation of instruction based on assessment data.
14.0 Common Core - Middle Level Instructional Methodology: <i>Middle level teacher candidates create environments that enable students to develop and apply essential concepts and skills. As a result, candidates:</i>
14.1 Plan lessons, units and courses that target Washington Essential Academic Learning Requirements (EALRs), Grade-Level Expectations (GLEs), Classroom-Based Assessment (CBA), Washington Assessment of Student Learning (WASL) Test and Item Specifications, and additional WASL resources.
14.2 Design, facilitate, and assess differentiated learning experiences that reflect an understanding of the development of all middle level learners.
14.3 Use understanding of students' cognitive and social development to present concepts in multiple and meaningful ways.
14.4 Select, adapt and implement middle level instructional materials that are relevant, rigorous, challenging, integrative, and exploratory.
14.5 Design and facilitate a positive, productive learning environment where developmental differences are respected and supported, and individual potential is encouraged.
14.6 Create and maintain a psychologically and socially safe and supportive learning environment.
14.7 Use continuous observation, assessment, and reflection on student learning and development to guide instruction.
14.8 Engage middle level learners in activities related to their interpersonal, community, and societal responsibilities.
14.9 Design and implement learning experiences requiring students to locate, acquire, and evaluate information from a variety of sources.
14.10 Use skillful questioning strategies to support student learning and develop critical thinking.
14.11 Know effective, developmentally responsive classroom management techniques.

14.12 Understand a variety of strategies to motivate middle level learners.
15.0 Common Core – Middle Level Development: <i>Middle level teacher candidates understand the major concepts, principles, theories, and research related to middle level development, and they provide opportunities that support student development and learning. As a result, candidates:</i>
15.1 Understand that teaching all young adolescents includes students of diverse ethnicity, race, language, religion, socioeconomic status, gender, sexual orientation, regional or geographic origin, and those with exceptional learning needs.
15.2 Understand the major concepts, principles, and theories of young adolescent development – intellectual, physical, social, emotional, and moral- in the context of classrooms, families, peer groups, communities and society.
15.3 Understand the range of individual differences of all middle level learners and the implications of these differences for teaching and learning.
15.4 Understand the importance of mutually respectful relationships with and among all middle level learners that support their intellectual, ethical, and social growth.
16.0 Common Core - Middle Level Philosophy and School Organization: <i>Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within these organizational components. As a result, candidates:</i>
16.1 Understand the philosophical foundations of developmentally responsive middle level programs and schools.
16.2 Understand the rationale and characteristic components of developmentally responsive middle level schools.
17.0 Common Core - Family and Community Involvement: <i>Middle level teacher candidates understand the major concepts, principles, theories, and research related to working collaboratively with family and community members, and they use that knowledge to maximize the learning of all middle level learners. As a result, candidates:</i>
17.1 Understand how prior learning, differing experiences, and family/language/cultural backgrounds influence middle level learning.
17.2 Understand the challenges that families may encounter in contemporary society, and are knowledgeable about support services and other resources that are available to assist them.
17.3 Understand reciprocal relationships between schools and community organizations.
17.4 Understand the roles of families and community members and strategies to involve them in improving the education of all middle level learners.
18.0 Common Core - Middle Level Professional Roles: <i>Middle level teacher candidates understand the complexity of teaching middle level learners, and they engage in practices and behaviors that develop their competence as professionals. As a result, candidates:</i>
18.1 Understand the interrelationships and interdependencies among various professionals

who serve middle level learners (e.g., school counselors, social service workers, home-school coordinators).

18.2 Understand the need for continual reflection on middle level development, the instructional process, and professional and collaborative relationships.