B.A. & B.S. in Secondary Education (History & Social Science)

Learning Outcomes

Students should:

- Demonstrate interpretive, normative, critical understanding of educational phenomenon and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (anthropology of education, history of education, philosophy of education, psychology of education and sociology of education).
- Demonstrate understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.
- Understand the dynamic nature of identity development and maintain the role of individual agency in bringing about personal and social transformation.
- Understand the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and understand pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of difference.
- Demonstrate the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of culture and cultural diversity.
- Demonstrate the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of time, continuity, and change, including Illinois history.
- Demonstrate the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of people, places, and environment, including Illinois geography.
- Demonstrate the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individual development and identity.
- Demonstrate the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individuals, groups, and institutions.
- Demonstrate the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of power, authority and governance, including Illinois government.
- Demonstrate the knowledge, capabilities, and disposition to organize and provide instruction at the appropriate school level for the study of production, distribution, and consumption, including Illinois economics.
- Demonstrate the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of science, technology and society.
- Demonstrate the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of global connections.
- Demonstrate the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of civic ideals and practices, including Illinois civics.

Last Update: 2014
• Demonstrate the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of the major (history or geography) including Illinois history or geography.

• Understand how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

• Understand how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

• Be able to use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

• Be able to plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

• Be able to use a variety of instructional skills and strategies to encourage students' development of critical thinking, problem solving, and performance skills in the social sciences.

• Be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and engagement in the classroom.

• Understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

• Be able to implement appropriate assessment and instruction that supports students with disabilities in mainstream/inclusive settings.

• Be able to plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

• Be able to use a variety of instructional skills and strategies to encourage students' development of critical thinking, problem solving, and performance skills in the social sciences.

• Be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and engagement in the classroom.

• Understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

• Be able to implement appropriate assessment and instruction that supports students with disabilities in mainstream/inclusive settings.

• Be able to learn about and to use technology, as appropriate to the discipline.

• Understand and use technology to enhance his/her teaching.

• Know a broad range of literacy techniques and strategies for every aspect of communication and must be able to develop each student's ability to read, write, speak and listen to his or her potential within the demands of the discipline.

• Be able to model effective reading, writing, speaking, and listening skills during both direct and indirect instructional activities.

• Provide a variety of instructional strategies, constructive feedback, criticism, and improvement strategies to help students improve oral and written language skills.

• Be able to understand the process of reading and demonstrates instructional abilities to teach reading in the discipline (math, science, social science & visual arts).

• Undertake independent inquiry and use technology as one tool to assist him or her in the overall inquiry process.

• Be able to foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

• Be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

• Understand education as a profession, maintains standards of professional conduct, and provides leadership to improve student learning and well-being.