OVERVIEW FOLDER: This section evaluates the overall appearance, accessibility, readability, and organization of the portfolio.

<table>
<thead>
<tr>
<th>Title Page, Table of Content, Teaching Philosophy, Assessment of readability, organization, technological proficiency</th>
<th>Does Not Meet (0pts)</th>
<th>Approaches (1pt)</th>
<th>Meets (2pts)</th>
<th>Not Applicable (0pts)</th>
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</thead>
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Comments:
Limited information

CONTENT FOLDER: This section evaluates the candidate’s definition of the standard, presented evidence, explanation how the evidence meets the standard, and identified areas for future improvement.

<table>
<thead>
<tr>
<th>National Council of Social Studies Curriculum Thematic Strands <a href="http://www.socialstudies.org/standards/strands/">http://www.socialstudies.org/standards/strands/</a></th>
<th>Does Not Meet (0pts)</th>
<th>Approaches (1pt)</th>
<th>Meets (2pts)</th>
<th>Not Applicable (0pts)</th>
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</thead>
</table>

I. Culture: Identifies common characteristics of different cultures, examination of belief systems such as religion or politics, or language affect a society. Assessment piece will include examples from anthropology, history, and geography.

II. Time, Continuity, and Change: Presents ways to interpret the past and provides understanding of the present and offers possibilities for the future. Assessment pieces will derive from United States and World history courses.

III. People, Places, and Environments: Introduce human relationships with the environment, recognition of special patterns, and how the environment affects societies. Assessment pieces will derive from science and social science geography artifacts.

IV. Individual Development and Identity: Identity of “self” derives from culture, groups, and institutional influence. Norms of human behavior emerge and are identifiable and contribute to ethical principles. Assessment pieces will derive from psychology and anthropology.

V. Individuals, Groups, and Institutions: Institutions are organizational embodiments that further social values and those who comprise them. Recognition of how institutions are formed, controlled, influenced, and how individual and groups can maintain or change institutions are explored. Assessment pieces will derive from anthropology, psychology, political science, sociology, and history.

VI. Power, Authority, and Governance: Civic
competence depends on an understanding of the structural development of power, authority, and governance and the evolving functions of these descriptors. Assessment pieces derive from political science and history.

VII. Production, Distribution, and Consumption: Distribution, procurement, and consumption of commodities depend on an understanding of economic systems. Assessment pieces will derive from economics.

VIII. Science, Technology, and Society: The evolution of science and technology has enhanced and destroyed societies. This strand examines the evolution of technology and its role in society. Assessments will derive from all the social sciences.

IX. Global Connections: Global interdependence and collaboration among societies must be understood before solutions to persisting or emerging issues can be explored. Assessment pieces will derive from geography, culture, political science, history, physical sciences, arts, literature, and language.

X. Civic Ideals and Practices: Principles of a democratic republic and an understanding of citizenship are critical components of a participatory democracy. Artifacts should also address the evolution of participatory government and change. This assessment can derive from history, anthropology, political science, sociology, and humanities.

Comments:

Two-Week Teaching Unit: This section evaluates

<table>
<thead>
<tr>
<th>Readability, Organization and technological proficiency of Two-week Teaching Unit</th>
<th>Does Not Meet (0pts)</th>
<th>Approaches (1pt)</th>
<th>Meets (2pts)</th>
<th>Two-Week Unit issued grade</th>
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Score:

Evaluator: Logan

Date: May 08