

Standards for Evaluating Ability to
Conceptualize Class Work (Social Studies)

| Criterion / Stage | Stage 1 | Stage 2 | Stage 3 |
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| A. Ability to Conceive Lessons | | | |
| 1. Understanding of Students' State of Affairs | | | |
| 1) Understanding of Students' Current State of Affairs | Understands what students have already learned in social studies, and applies that understanding to creating the class. | Understands students' state of affairs (their desire to study, leadership, level of understanding, interests and concerns, tendency towards social cognizance and level of social awareness) and gives concrete consideration to points to keep in mind from the perspective of how the class should be conducted. | <ul style="list-style-type: none"> • Gives consideration to instructional materials and learning approach appropriate for the class as a whole as well as to individual students, and applies this consideration to his or her analysis of how the class is to be conducted. • Grasps the characteristics of the regional society in which the students live, appreciates issues pertaining to the region, and then applies this understanding to his or analysis of how the class is to be conducted. |
| 2) Rule-making and attitude to students | Either before or during class, gives students advice or instructions appropriate for creating a professional attitude towards and concern for one's studies. | Gets students to understand and agree to rules and matters of importance for developing their studies effectively, and establishes this understanding throughout the class. | When establishing rules, takes individual students and the characteristics of the class as a whole into consideration. |
| 2. Setting and Classifying Objectives | Grasps and sets objectives from the vantage points of concern/desire/attitude, thought/judgment, skill/expression, and knowledge/understanding. | Grasps objectives from the vantage point of the formation of social perspectives and thinking; can analyze objectives through what's happening in class and how the class is progressing; and can establish objectives in a way that makes it possible to obtain student evaluations and assess the appropriateness of the way the class is structured. | Grasps objectives from the vantage point of the formation of social perspectives and thinking; and incrementally implements them in a way that they can be applied to the teacher's evaluation of the class and students' evaluation of themselves. |
| 3. Structure of Classes | | | |
| 1) Structure of class contents | By analyzing textbooks and government course guidelines, grasps the organization of subject contents; and organizes educational content pertaining to units and subjects as knowledge. | Grasps educational content from the theoretical, conceptual, and principle levels while considering direct applicability and transference to social matters outside of the learning context. | Appreciates that the target of education is not simply the acquisition of knowledge, but includes also knowledge acquisition skills and methods, and structures the class so that the two are interrelated. |
| 2) Organization and selection of teaching materials | Structures the class in a way that reflects the educational content, and selects teaching materials that are feasible for students. | Uncovers problems, selects educational materials that are based on reality and that can be applied as a basis for the assertion and testing of hypotheses when structuring materials. | Structures the class by selecting teaching materials that will lead to multifaceted learning activities and that give rise to a variety of perspectives and opinions. |
| 3) Organization of the way class proceeds | <ul style="list-style-type: none"> • Organizes the progression of class so that such that there is a flow from introduction, progression, and conclusion. • Considers the order of questions facing the acquisition of educational content. | <ul style="list-style-type: none"> • Organizes the progression of class towards the discovery and exploration of theory and interpretation from facts, or towards the explanation of facts by applying theory and interpretation. • Distinguishes main and supplementary lines of inquiry that run through the overall class, and structures those serially. • Assumes students' answers, and prepares a number of class progressions. | <ul style="list-style-type: none"> • Organizes the progression of class such that students discover and settle problems from social phenomena, and while putting the data to use, as a group, consider the problems at hand and resolve them. • Sticking close to students actual state of affairs and the characteristics of the educational content and teaching materials, designs the way questions are expressed and the level of learning so as to encourage independent explorative activities. |
| 4) Selection and organization of approach to learning | Selects and develops the core modes and approaches to learning while illuminating the contents and objectives of the class. | Considering arousal of students' desire to learn together with its connection to class objectives and content, thinks of an effective combination of modes and approaches to learning. | On the basis of students' needs and characteristics together with class objectives and content, exhibits flexibility and multiple angles in the modes and approaches to learning. |

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| 4. Class Plan | | | |
| 1) Formation of Unit Plans | Allots subjects and time taking the sequence of study into account. | Clarifies the relationship among unit topics, the instruction process, and time allotted while tying these into the course objectives. | Takes into consideration the various processes by which students engage in study problems and structures a unit plan with dual tracks. |
| 2) Formation of Educational Guidance Plans | Understands general format items pertaining to the educational guidance plan, and is able to express these in a way that one can envision how classroom time will flow. | In addition to separately describing the instructional and learning activities, educational content, data and instructional materials, also shows and describes the class progression in a way that one can understand the relationship to the objectives of forming social viewpoints and perspectives. | Selects a form of educational guidance plan that blends study activities with the development of dual-track thinking in students, who are oriented towards the formation of social perspectives and opinions; and rationally explains the plan for classroom process. |
| 3) Formation of a Student Evaluation Plan | Plans evaluation activities from each of the following perspectives: concern/desire/attitude, thought/judgment, skill/expression, and knowledge/understanding | Plans and explains concrete evaluation items, activities, and approaches which are congruent with the objectives, structure, and progression of class. | <ul style="list-style-type: none"> • In line with study activities and study problems that students undertake, selects and plans, in an appropriate fashion, evaluation activities such as diagnostic evaluations (pre-instruction evaluation), formative evaluations (evaluation during the class), summary evaluations (evaluation that sums up achievement once the unit is concluded), and student self-evaluations. • Designs various means for conducting evaluations (including speech, charts, handouts, notebooks, compositions, written tests, and so forth). |