<table>
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<tr>
<th>Program</th>
<th>DPL standards</th>
<th>Program Outcomes</th>
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| Social Studies   | WI model Academic Standards (Content) WI Standards for Teacher Development and Licensure | Knowledge:  
- The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.  
- The teacher understands how students 'conceptual frameworks and their misconceptions for an area of knowledge can influence their learning.  
- The teacher relates his/her disciplinary knowledge to other subject areas.  
Dispositions:  
- The teacher realizes that subject matter knowledge is not a fixed body of facts but is complex and ever-evolving.  
S/he seeks to keep abreast of new ideas and understandings in the field.  
- The teacher appreciates multiple perspectives and conveys to learners how knowledge is developed from the vantage point of the learner.  
- The teacher has enthusiasm for the discipline(s) s/he teaches and sees connections to everyday life.  
- The teacher is committed to continuous learning and engages in professional discourse about subject matter knowledge and children's learning of the discipline.  
Skills:  
- The teacher effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and links them to students’ prior understandings.  
- The teacher can represent and use differing viewpoints, theories, "ways of knowing," and methods of inquiry in his/her teaching of subject matter concepts.  
- The teacher engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.  
- The teacher develops and uses curricula that encourage students to see, question, and interpret ideas from diverse perspectives.  
- The teacher can create interdisciplinary learning experiences that encourage students to integrate knowledge, skills, and methods of inquiry from several subject areas. |