

HISTORY STANDARDS

- Standard I.** The social studies teacher has a comprehensive knowledge of the social sciences and recognizes the value of the social sciences.
- Standard II.** The social studies teacher effectively integrates the various social science disciplines.
- Standard III.** The social studies teacher uses knowledge and skills of social studies, as defined by the Texas Essential Knowledge and Skills (TEKS), to plan and implement effective curriculum, instruction, assessment, and evaluation.
- Standard IV.** History: The social studies teacher applies knowledge of significant historical events and developments, as well as of multiple historical interpretations and ideas, in order to facilitate student understanding of relationships between the past, the present, and the future.
- Standard V.** *Teachers of history are not responsible for this standard.*
- Standard VI.** *Teachers of history are not responsible for this standard.*
- Standard VII.** *Teachers of history are not responsible for this standard.*
- Standard VIII.** *Teachers of history are not responsible for this standard.*
- Standard IX.** *Teachers of history are not responsible for this standard.*
- Standard X.** *Teachers of history are not responsible for this standard.*

Standard I. The social studies teacher has a comprehensive knowledge of the social sciences and recognizes the value of the social sciences.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades 8–12

The beginning teacher knows and understands:

- 1.1k the philosophical foundations of the social science disciplines;
- 1.2k how knowledge generated by the social science disciplines affects society and people’s lives;
- 1.3k practical applications of social studies education;
- 1.4k social science research and how social scientists collect, analyze, and report knowledge and data; and
- 1.5k contemporary issues, events, and individuals in the community, state, nation, and world.

Application: What Teachers Can Do

Teachers of Students in Grades 8–12

The beginning teacher is able to:

- 1.1s relate philosophical assumptions and ideas to issues and trends in the social sciences;
- 1.2s use social science information and ideas to study social phenomena;
- 1.3s communicate the value of social studies education to a variety of audiences (e.g., students, parents/caregivers, teachers, community);
- 1.4s formulate research questions and use appropriate procedures to reach supportable judgments and conclusions in the social sciences;
- 1.5s locate, gather, and organize primary and secondary information using social science resources and standard research methodologies, and evaluate the reliability of this information;
- 1.6s promote students’ use of social science skills and research tools, including technological tools; and
- 1.7s use social studies terminology correctly.

Standard II. The social studies teacher effectively integrates the various social science disciplines.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades 8–12

The beginning teacher knows and understands:

- 2.1k how social science disciplines relate to each other;
- 2.2k how social science disciplines relate to other content areas; and
- 2.3k the vertical alignment of the social sciences in the Texas Essential Knowledge and Skills (TEKS) from grade level to grade level, including prerequisite knowledge and skills.

Application: What Teachers Can Do

Teachers of Students in Grades 8–12

The beginning teacher is able to:

- 2.1s relate skills, concepts, and ideas in different social science disciplines; and
- 2.2s make connections between knowledge and methods in the social sciences and in other content areas.

Standard III. The social studies teacher uses knowledge and skills of social studies, as defined by the Texas Essential Knowledge and Skills (TEKS), to plan and implement effective curriculum, instruction, assessment, and evaluation.

<p>Teacher Knowledge: What Teachers Know</p>	<p>Application: What Teachers Can Do</p>
<p><i>Teachers of Students in Grades 8–12</i></p>	<p><i>Teachers of Students in Grades 8–12</i></p>
<p>The beginning teacher knows and understands:</p>	<p>The beginning teacher is able to:</p>
<p>3.1k stages and characteristics of child growth and development and their implications for designing and implementing effective learning experiences in the social sciences;</p>	<p>3.1s select and use developmentally appropriate instructional practices, strategies, activities, technologies, and materials to promote student knowledge, skills, and progress in the social sciences;</p>
<p>3.2k forms of assessment appropriate for evaluating students’ progress and needs in the social sciences;</p>	<p>3.2s plan and implement developmentally appropriate learning experiences in the social sciences;</p>
<p>3.3k the specific state content and performance standards that comprise all areas of social studies (i.e., history; geography; economics; government; citizenship; culture; science, technology, and society), as defined by the Texas Essential Knowledge and Skills (TEKS);</p>	<p>3.3s use a variety of instructional strategies to ensure all students’ reading comprehension of content-related texts, including helping students link the content of texts to their lives and connect related ideas across different texts;</p>
<p>3.4k strategies that students with diverse strengths and needs can use to determine word meaning in content-related texts;</p>	<p>3.4s teach students how to locate, retrieve, and retain content-related information from a range of texts and technologies;</p>
<p>3.5k strategies that students with diverse strengths and needs can use to develop content-area vocabulary;</p>	<p>3.5s teach students how to locate the meanings and pronunciations of unfamiliar content-related words using appropriate sources, such as dictionaries, thesauruses, and glossaries;</p>
<p>3.6k strategies that students with diverse strengths and needs can use to facilitate comprehension before, during, and after reading content-related texts;</p>	<p>3.6s use multiple forms of assessment and knowledge of the TEKS to help determine students’ progress and needs and to help plan instruction; and</p>
<p>3.7k how to use assessment to help determine when a student needs additional help or intervention to bring the student’s performance to grade level; and</p>	<p>3.7s keep abreast of and apply current research, trends, and practices in the social sciences and social studies education (e.g., read professional journals, join professional organizations, participate in study groups, attend professional conferences).</p>
<p>3.8k the appropriate use of electronic technology as a tool for learning and communicating social studies concepts.</p>	

Standard IV. History: The social studies teacher applies knowledge of significant historical events and developments, as well as of multiple historical interpretations and ideas, in order to facilitate student understanding of relationships between the past, the present, and the future.

Teacher Knowledge: What Teachers Know

*Teachers of Students in Grades EC–4**

The beginning teacher knows and understands:

- 4.1k traditional historical points of reference in the history of Texas, the United States, and the world;
- 4.2k the historical significance of customs, holidays, landmarks, and celebrations in the community, state, and nation;
- 4.3k the concept of chronology and how it is used to understand history and historical events;
- 4.4k how various sources provide information about the past;
- 4.5k the individuals, events, and issues that shaped the history of Texas;
- 4.6k the causes and effects of European exploration and colonization of Texas, the United States, and the Western Hemisphere;
- 4.7k the similarities and differences of Native-American groups in Texas and the Western Hemisphere before European colonization;
- 4.8k common characteristics of communities, past and present;
- 4.9k the impact of science and technology on the development of societies; and
- 4.10k how geographic contexts (the geography of places in the past) and processes of spatial exchange (diffusion) influenced events in the past and helped to shape the present.

*See 4.11k below.

Application: What Teachers Can Do

*Teachers of Students in Grades EC–4**

The beginning teacher is able to:

- 4.1s locate, differentiate between, and use primary and secondary sources such as technology, databases, media and news services, biographies, interviews, and artifacts to acquire historical information;
- 4.2s analyze and evaluate the validity of information in relation to bias, propaganda, point of view, and frame of reference;
- 4.3s analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;
- 4.4s use the process of historical inquiry to research, organize, and interpret information from outlines, reports, databases, and visuals including graphs, charts, timelines, and maps;
- 4.5s apply different methods of interpreting the past to understand, evaluate, and support multiple points of view, frames of reference, and the historical context of events and issues;
- 4.6s use appropriate skills to interpret social studies information such as maps and graphs;
- 4.7s translate information from one medium to another, including written to visual and statistical to written or visual, using technology as appropriate, to create written, oral, and visual presentations of information related to historical issues;
- 4.8s communicate historical information and ideas in written, oral, and visual forms;

*See 4.12s below.

Standard IV. History: The social studies teacher applies knowledge of significant historical events and developments, as well as of multiple historical interpretations and ideas, in order to facilitate student understanding of relationships between the past, the present, and the future.

Application: What Teachers Can Do

Teachers of Students in Grades EC–4 (continued)

- 4.9s use problem-solving processes to identify problems, gather information, list and consider options, consider advantages and disadvantages, choose and implement solutions, and evaluate the effectiveness of solutions;
- 4.10s use decision-making processes to identify situations that require decisions, gather information, identify options, predict consequences, and take action to implement decisions; and
- 4.11s relate historical information and ideas to information and ideas in other social sciences and in other disciplines.

Standard IV. History: The social studies teacher applies knowledge of significant historical events and developments, as well as of multiple historical interpretations and ideas, in order to facilitate student understanding of relationships between the past, the present, and the future.

Teacher Knowledge: What Teachers Know

*Teachers of Students in Grades 4–8***

The beginning teacher knows and understands:

- 4.11k all content specified for teachers in grades EC–4;
- 4.12k how characteristics of contemporary world societies have resulted from historical events such as invasion, conquests, colonization, other conflicts, immigration, and trade;
- 4.13k how individuals, events, and issues shaped the history of Texas, the United States, and the world;
- 4.14k the foundations of representative government in the United States and the significant political and economic issues of the revolutionary era;
- 4.15k the challenges confronted by the U.S. government and its leaders in the early years of the republic;
- 4.16k westward expansion and its effects on the political, economic, and social development of the nation;
- 4.17k how political, economic, and social factors led to the growth of sectionalism and the Civil War;
- 4.18k individuals, issues, and events of the Civil War and the effects of Reconstruction on the political, economic, and social life of the nation; and
- 4.19k important issues, events, and individuals of the 20th century in the United States and the world.

**See 4.20k below.

Application: What Teachers Can Do

*Teachers of Students in Grades 4–8***

The beginning teacher is able to:

- 4.12s apply all skills specified for teachers in grades EC–4, using content and contexts appropriate for grades 4–8.

**See 4.13s below.

Standard IV. History: The social studies teacher applies knowledge of significant historical events and developments, as well as of multiple historical interpretations and ideas, in order to facilitate student understanding of relationships between the past, the present, and the future.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades 8–12

The beginning teacher knows and understands:

- 4.20k all content specified for teachers in grades EC–8;
- 4.21k the historical influence of developments in government, technology, sociology, economics, and psychology;
- 4.22k political, economic, and social changes in the United States;
- 4.23k significant individuals, events, and issues in the United States;
- 4.24k the emergence of the United States as a world power and the impact of significant national and international decisions and conflicts from 1898 to the present on the United States;
- 4.25k the impact of the American civil rights movement;
- 4.26k major developments in world civilizations;
- 4.27k how, as a result of the collapse of the Western Roman Empire, new political, economic, and social systems evolved, creating a new civilization in Western Europe;
- 4.28k the causes, characteristics, and effects of the European Renaissance and Reformation eras;
- 4.29k causes and effects of European expansion and imperialism since the 16th century;
- 4.30k causes and effects of major political revolutions since the 17th century;
- 4.31k causes and effects of the Industrial Revolution;

Application: What Teachers Can Do

Teachers of Students in Grades 8–12

The beginning teacher is able to:

- 4.13s apply all skills specified for teachers in grades EC–8, using content and contexts appropriate for grades 8–12.

Standard IV. History: The social studies teacher applies knowledge of significant historical events and developments, as well as of multiple historical interpretations and ideas, in order to facilitate student understanding of relationships between the past, the present, and the future.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades 8–12 (continued)

- 4.32k the impact of totalitarianism on 20th century history;
- 4.33k causes and effects of World War I and World War II;
- 4.34k economic ideas and decisions from the past that have influenced the present and those of today that will affect the future; and
- 4.35k economic concepts embodied in historical documents including the U.S. Constitution.

Standard V. Teachers of history are not responsible for this standard.

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