

History Standards

FINAL

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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	Application: What Teachers Can Do
<p><i>Teachers of Students in Grades 7–12</i></p> <p>The beginning teacher knows and understands:</p> <p>1.1k the philosophical foundations of the social science disciplines;</p> <p>1.2k how knowledge generated by the social science disciplines affects society and people’s lives;</p> <p>1.3k practical applications of social studies education;</p> <p>1.4k social science research and how social scientists collect, analyze, and report knowledge and data; and</p> <p>1.5k contemporary issues, events, and individuals in the community, state, nation, and world.</p>	<p><i>Teachers of Students in Grades 7–12</i></p> <p>The beginning teacher is able to:</p> <p>1.1s relate philosophical assumptions and ideas to issues and trends in the social sciences;</p> <p>1.2s use social science information and ideas to study social phenomena;</p> <p>1.3s communicate the value of social studies education to a variety of audiences (e.g., students, parents/caregivers, teachers, community);</p> <p>1.4s formulate research questions and use appropriate procedures to reach supportable judgments and conclusions in the social sciences;</p> <p>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;</p> <p>1.6s promote students’ use of social science skills and research tools, including technological tools; and</p> <p>1.7s use social studies terminology correctly.</p>

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

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades 7–12

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 7–12

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.

Teacher Knowledge: What Teachers Know	Application: What Teachers Can Do
<p><i>Teachers of Students in Grades 7–12</i></p> <p>The beginning teacher knows and understands:</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>3.2k forms of assessment appropriate for evaluating students’ progress and needs 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>3.4k strategies that students with diverse strengths and needs can use to determine word meaning in content-related texts;</p> <p>3.5k strategies that students with diverse strengths and needs can use to develop content-area vocabulary;</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>3.7k 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>3.8k the appropriate use of electronic technology as a tool for learning and communicating social studies concepts.</p>	<p><i>Teachers of Students in Grades 7–12</i></p> <p>The beginning teacher is able to:</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>3.2s plan and implement developmentally appropriate learning experiences in the social sciences;</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>3.4s teach students how to locate, retrieve, and retain content-related information from a range of texts and technologies;</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>3.6s 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>3.7s 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>

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.

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;

Application: What Teachers Can Do

Teachers of Students in Grades EC–4 (continued)

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