

**TEXES**  
**Texas Examinations of Educator Standards**

**Field 133: History 8–12**  
**Test Framework**

<b>Domain</b>	<b>Range of Competencies</b>
I. World History	001–007
II. U.S. History	008–015
III. Foundations, Skills, Research, and Instruction	016–019

# TEST FRAMEWORK FOR FIELD 133: HISTORY 8–12

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## Domain I World History (approximately 37% of the test)

### Standards Assessed:

#### History Standards IV–X:

**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.

**Geography:** The social studies teacher applies knowledge of people, places, and environments to facilitate students' understanding of geographic relationships in Texas, the United States, and the world.

**Economics:** The social studies teacher knows how people organize economic systems to produce, distribute, and consume goods and services, and uses this knowledge to enable students to understand economic systems and make informed economic decisions.

**Government:** The social studies teacher knows how governments and structures of power function, provide order, and allocate resources, and uses this knowledge to facilitate student understanding of how individuals and groups achieve their goals through political systems.

**Citizenship:** The social studies teacher understands citizenship in the United States and other societies, and uses this knowledge to prepare students to participate in our society through an understanding of democratic principles and citizenship practices.

**Culture:** The social studies teacher understands cultures and how they develop and adapt, and uses this knowledge to enable students to appreciate and respect cultural diversity in Texas, the United States, and the world.

**Science, Technology, and Society:** The social studies teacher understands developments in science and technology, and uses this knowledge to facilitate student understanding of the social and environmental consequences of scientific discovery and technological innovation.

**Domain II U.S. History (approximately 42% of the test)**

**Standards Assessed:**

**History Standards IV–X:**

**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.

**Geography:** The social studies teacher applies knowledge of people, places, and environments to facilitate students' understanding of geographic relationships in Texas, the United States, and the world.

**Economics:** The social studies teacher knows how people organize economic systems to produce, distribute, and consume goods and services, and uses this knowledge to enable students to understand economic systems and make informed economic decisions.

**Government:** The social studies teacher knows how governments and structures of power function, provide order, and allocate resources, and uses this knowledge to facilitate student understanding of how individuals and groups achieve their goals through political systems.

**Citizenship:** The social studies teacher understands citizenship in the United States and other societies, and uses this knowledge to prepare students to participate in our society through an understanding of democratic principles and citizenship practices.

**Culture:** The social studies teacher understands cultures and how they develop and adapt, and uses this knowledge to enable students to appreciate and respect cultural diversity in Texas, the United States, and the world.

**Science, Technology, and Society:** The social studies teacher understands developments in science and technology, and uses this knowledge to facilitate student understanding of the social and environmental consequences of scientific discovery and technological innovation.

**Domain III Foundations, Skills, Research, and Instruction (approximately 21% of the test)**

**Standards Assessed:**

**History Standards I–III:**

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

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

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.

**TE<sub>x</sub>ES**  
**Texas Examinations of Educator Standards**

**Field 133: History 8–12**  
**Test Framework**

**DOMAIN I—WORLD HISTORY**

**Competency 001 (Ancient World Civilizations)**

**The teacher understands significant historical events and developments in ancient world civilizations, factors influencing the development of ancient world civilizations, and major characteristics and contributions of ancient world civilizations.**

The beginning teacher:

- Analyzes the influence of various factors (e.g., geographic contexts, processes of spatial exchange [diffusion], science and technology) on the development of ancient civilizations.
- Demonstrates knowledge of individuals, events, and issues that shaped the development of ancient civilizations (e.g., Cleopatra, Confucius, Plato, Giza pyramids, conquests of Alexander the Great, polytheism vs. monotheism).
- Understands major political, economic, and cultural developments in the civilizations of Africa (e.g., Egypt, sub-Saharan), the Mediterranean basin (e.g., Greece, Rome), Mesoamerica (e.g., Maya), Andean South America (e.g., Inca tradition), Middle and Near East, and Asia (e.g., China, India, Japan).
- Applies knowledge of the location, political organization, cultural characteristics, and contributions of ancient civilizations.

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**Competency 002 (World History from 476 A.D. to 1350)**

**The teacher understands significant historical events, developments, and traditional points of reference in world history from 476 A.D. to 1350.**

The beginning teacher:

- Demonstrates knowledge of individuals, events, issues, and traditional points of reference that shaped the development of world civilizations from 476 A.D. to 1350 (e.g., Genghis Khan, Mohammed, Charlemagne, the Norman Conquest, Silk Road).
- Demonstrates knowledge of major developments in the civilizations of Africa (e.g., Egypt, sub-Saharan), Mesoamerica (e.g., Aztec tradition), Andean South America (e.g., Inca tradition), Europe (including Western and Eastern), and Asia (e.g., China, India, Japan).
- Knows how new political, economic, and social systems evolved in Western Europe after the collapse of the Western Roman Empire (e.g., feudalism, manorialism).
- Understands the influence exerted by the Roman Catholic Church and the Eastern Orthodox Church in medieval Europe.
- Compares social, political, economic, and religious aspects of medieval Europe with previous civilizations.
- Demonstrates knowledge of the political, economic, religious, and social impact of the Crusades.

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**Competency 003 (World History from 1350 to 1815)**

**The teacher understands significant historical events, developments, and traditional points of reference in world history from 1350 to 1815.**

The beginning teacher:

- Demonstrates knowledge of individuals, events, issues, and traditional points of reference that shaped the development of world civilizations from 1350 to 1815 (e.g., Martin Luther, the Black Death, Gutenberg, Leonardo da Vinci, Napoleon, Atlantic slave trade).
- Demonstrates knowledge of major developments in the civilizations of Africa (e.g., Egypt, sub-Saharan), the Americas (e.g., Inca, Aztec), Western and Eastern Europe, Middle East, and Asia (e.g., China, India, Japan).
- Understands the importance of the European Renaissance and Reformation eras in shaping the modern world.
- Understands the causes of European expansion and the effects of expansion on European and non-European societies.
- Analyzes the impact of political, economic, and cultural imperialism (e.g., conquest of the Aztecs, expansion of the Ottoman Empire) on both colonizers and colonized.
- Analyzes the causes and effects of major political revolutions of the seventeenth and eighteenth centuries (e.g., English Revolution of the 1640s, Glorious Revolution of 1688–1689, American Revolution, French Revolution).

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**Competency 004 (World History from 1815 to the Present)**

**The teacher understands significant historical events and developments in world history from 1815 to the present.**

The beginning teacher:

- Demonstrates knowledge of individuals, events, and issues that shaped the development of world civilizations from 1815 to the present (e.g., Simón Bolívar, Charles Darwin, Karl Marx, Russian Revolution).
- Analyzes the causes and effects of major political revolutions and independence movements of the nineteenth and twentieth centuries.
- Understands the impact of political, economic, and cultural expansion (e.g., rise of the British Empire, Japanese expansionism).
- Analyzes the causes and effects of the Industrial Revolution.
- Demonstrates knowledge of the impact of totalitarianism in the twentieth century (e.g., fascist Italy, Nazi Germany, Soviet Union).
- Analyzes the causes and effects of World War I and World War II.
- Understands significant events related to the twentieth century spread and fall of communism.
- Analyzes the influence of significant individuals of the nineteenth and twentieth centuries (e.g., Adolf Hitler, Nelson Mandela, Mao Zedong, Mohandas Gandhi, Mother Teresa).

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**Competency 005 (Geography and Culture in World History)**

**The teacher understands geographic and cultural phenomena in world history and the influence of geographic and cultural factors on events and developments in world history.**

The beginning teacher:

- Analyzes the impact of geographic factors on major events in world history.
- Understands how migration and immigration have affected societies throughout history.
- Demonstrates knowledge of how population growth and modernization have affected the physical environment throughout history.
- Analyzes the influence of physical and human geographic factors on political, social, cultural, and economic developments throughout history (e.g., how the opening of the Suez Canal affected world trade patterns).
- Applies knowledge of the history and significance of major world religious and philosophical traditions (e.g., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Realism, Idealism).
- Demonstrates knowledge of the roles of men, women, children, and families in different historical cultures.
- Recognizes relationships of the arts to the times during which they were created.
- Understands the importance of place for populations (e.g., Mecca, Jerusalem, Cuzco, Ganges River, Shrine of Guadalupe).

**Competency 006 (Government and Citizenship in World History)**

**The teacher understands systems of government in different places and eras in world history, including the development and influence of major political ideas and the spread of democratic concepts.**

The beginning teacher:

- Demonstrates knowledge of the historical antecedents of contemporary political systems.
- Analyzes the process by which democratic-republican government evolved (e.g., beginnings in classical Greece and Rome, developments in England, impact of the Enlightenment).
- Demonstrates knowledge of significant political documents in world history and their impact on the development of political thought (e.g., Hammurabi's Code, Justinian's Code of Laws, Magna Carta, John Locke's *Two Treatises of Government*).
- Analyzes how governments in different places and eras have affected cultural values and provided for social control.
- Analyzes the historical development of significant legal and political concepts.

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**Competency 007 (Economics, Science, and Technology in World History)**

**The teacher understands major economic developments and systems in world history and the effects of important developments in science and technology on societies.**

The beginning teacher:

- Analyzes the impact of the Neolithic agricultural revolution on human life and on the development of the first civilizations.
- Demonstrates knowledge of the historical origins of contemporary economic systems (e.g., capitalism, socialism, communism).
- Understands traditional, command, and market economic systems in different places and eras.
- Knows reasons for the location of economic activities throughout history.
- Demonstrates knowledge of how major scientific and mathematical discoveries and technological innovations have affected societies throughout history.
- Traces the spread of ideas in mathematics, science, and technology from the Greco-Roman, Indian, Islamic, and Chinese civilizations to other civilizations.
- Analyzes connections between major developments in science and technology and the growth of industrial economies and societies in the eighteenth, nineteenth, and twentieth centuries.

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**DOMAIN II—U.S. HISTORY**

**Competency 008 (Exploration and Colonization)**

**The teacher understands significant historical events and developments in the exploration and colonization of North America, and the development of colonial society.**

The beginning teacher:

- Understands the causes and effects of European exploration and colonization of North America, including interactions with Native American populations.
- Demonstrates knowledge of individuals, events, and issues that shaped the development of colonial society, including interactions among Europeans, Africans, and Native Americans.
- Analyzes political, economic, and cultural reasons for establishment of the thirteen colonies.
- Demonstrates knowledge of the foundations of representative government in the United States (e.g., ways in which the Mayflower Compact, the Iroquois Confederacy, the Fundamental Orders of Connecticut, and the Virginia House of Burgesses contributed to the growth of representative government).
- Analyzes the influence of various factors on the development of colonial society (e.g., geographic contexts, slavery, processes of spatial exchange [diffusion], science and technology).

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**Competency 009 (Revolutionary Era and the Early Years of the Republic)**

**The teacher understands significant historical events and developments of the Revolutionary Era and the early years of the Republic, including the foundations of representative government in the United States.**

The beginning teacher:

- Demonstrates knowledge of individuals, events, and issues that shaped the development of U.S. society during the Revolutionary Era and early years of the Republic.
- Analyzes causes of the American Revolution (e.g., mercantilism, British policies following the French and Indian War).
- Understands significant political and economic issues of the Revolutionary Era (e.g., taxation without representation, enforcement of the Navigation Acts).
- Demonstrates knowledge of the foundations of representative government in the United States (e.g., the Articles of Confederation, issues of the Philadelphia Convention of 1787, such as major compromises and arguments for and against ratification).
- Understands the origin and development of American political parties (e.g., Federalists, Democratic-Republicans, Whigs, Democrats).
- Analyzes the challenges confronted by the government and its leaders in the early years of the Republic (e.g., economic programs, court system, expansion of slavery, establishing foreign relations).

**Competency 010 (Westward Expansion, the Civil War, and Reconstruction)**

**The teacher understands significant historical events and developments related to westward expansion, the Civil War, and Reconstruction.**

The beginning teacher:

- Demonstrates knowledge of westward expansion and its effects on the political, economic, cultural, and social development of the nation.
- Understands the political, economic, and social roots of Manifest Destiny and the relationship between the concept of Manifest Destiny and the westward growth of the nation.
- Identifies the territorial acquisitions that form the United States and explains the factors that influenced these acquisitions.
- Understands major issues and events of the Mexican War and their impact on the United States.
- Analyzes ways in which slavery and other political, economic, and social factors led to the growth of sectionalism and to the Civil War.
- Demonstrates knowledge of individuals, events, and issues of the Civil War.
- Analyzes the effects of Reconstruction on the political, economic, and social life of the nation.

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**Competency 011 (The United States as a World Power)**

**The teacher understands significant historical events and developments related to the emergence and role of the United States as a world power and the effects of major decisions and conflicts on the United States.**

The beginning teacher:

- Understands factors and events that contributed to the emergence of the United States as a world power between 1898 and 1920 (e.g., imperialism, Panic of 1893, acquisition of Hawaii, Spanish-American War, U.S. involvement in World War I).
- Analyzes how national and international decisions and conflicts between World War I and World War II affected the United States (e.g., the Fourteen Points, isolationism, reasons for U.S. involvement in World War II).
- Analyzes how national and international decisions and conflicts from World War II to the present have affected the United States (e.g., decision to use the atomic bomb, Cold War).
- Demonstrates knowledge of significant individuals who shaped U.S. foreign policy from 1898 to the present (e.g., Alfred Thayer Mahan, Theodore Roosevelt, Woodrow Wilson, Franklin D. Roosevelt, Henry Kissinger).
- Demonstrates knowledge of significant events and issues that shaped U.S. foreign policy from 1898 to present (e.g., Berlin airlift, Korean War, Sputnik I, Vietnam War, Marshall Plan, North Atlantic Treaty Organization, McCarthyism, Cuban Missile Crisis, the Gulf War).
- Understands the origins of major foreign policy issues currently facing the United States and the challenges of changing relationships among nations.

**FIELD 133: HISTORY 8–12  
TEST FRAMEWORK**

**Competency 012 (Political, Economic, and Social Developments from 1877 to the Present)**

**The teacher understands significant political, economic, and social developments in the United States from 1877 to the present.**

The beginning teacher:

- Understands political, economic, and social changes in the United States from 1877 to the present (e.g., in relation to political parties, transportation, labor unions, agriculture, business, race, gender).
- Demonstrates knowledge of the effects of reform and third party movements and their leaders on U.S. society (e.g., Populism, Progressive Era reforms, New Deal legislation, Susan B. Anthony, W.E.B. Du Bois, Robert La Follette, Eugene Debs, George Wallace, H. Ross Perot).
- Analyzes the causes and effects of industrialization in the United States.
- Demonstrates knowledge of significant individuals who shaped political, economic, and social developments in the United States from 1877 to the present (e.g., Jane Addams, Henry Ford, Franklin D. Roosevelt, Martin Luther King, Jr., Cesar Chavez, Betty Friedan, Malcolm X).
- Demonstrates knowledge of events and issues that shaped political, economic, and social developments in the United States from 1877 to the present (e.g., ratification of the Nineteenth Amendment, Great Depression, passage of the GI Bill, passage of the Civil Rights Act of 1964, growth of cities, antitrust legislation, immigration restriction).
- Analyzes the impact of civil rights movements in the United States, including the African American, Hispanic, Native American, and women's rights movements.

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**Competency 013 (Geography and Culture in U.S. History)**

**The teacher understands geographic and cultural phenomena in U.S. history and the influence of geographic and cultural factors on events and developments in U.S. history.**

The beginning teacher:

- Understands ways in which migration and immigration have affected U.S. society.
- Demonstrates knowledge of how population growth and modernization have affected the physical environment in the United States (e.g., ecological degradation, pollution).
- Analyzes the influence of physical and human geographic factors on political, social, cultural, and economic developments in U.S. history, including developments related to population distribution, settlement patterns, and economic activities.
- Demonstrates knowledge of how people adapted to and modified the environment in different places and eras in U.S. history.
- Knows how people from various racial, ethnic, and religious groups have adapted to and modified life in the United States and contributed to a national identity.
- Demonstrates knowledge of the impact of religion on the way of life in the United States.
- Demonstrates knowledge of the causes and effects of major reform movements in U.S. history (e.g., abolitionist movement, public education, temperance, women's rights, prison reform).
- Understands relationships between the arts in the United States and the times during which they were created.
- Understands the evolving nature of race and gender relations in the United States.

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**Competency 014 (Government and Citizenship in U.S. History)**

**The teacher understands important historical developments relating to government, the democratic process, and civil rights in the United States.**

The beginning teacher:

- Analyzes changes in the role and public perception of the U.S. government over time (e.g., Native American policy, suffrage, peace movements, Watergate, New Deal legislation).
- Understands changing relationships among the three branches of the federal government (e.g., Franklin D. Roosevelt's attempt to increase the number of U.S. Supreme Court justices, War Powers Act).
- Analyzes the beliefs and principles reflected in the U.S. Constitution and other important historical documents (e.g., Magna Carta, English Bill of Rights, Declaration of Independence, Federalist Papers).
- Demonstrates knowledge of the impact of constitutional amendments on U.S. society (e.g., Thirteenth, Fourteenth, Fifteenth, Seventeenth, Nineteenth, Twenty-fourth, Twenty-sixth Amendments).
- Analyzes the impact of landmark Supreme Court decisions on U.S. society (e.g., *Marbury v. Madison*, *McCulloch v. Maryland*, *Cherokee Nation v. Georgia*, *Dred Scott v. Sanford*, *Plessy v. Ferguson*, *Brown v. Board of Education of Topeka, Kansas*, *Miranda v. Arizona*, *Roe v. Wade*, *Regents of the University of California v. Bakke*).
- Demonstrates knowledge of social, legal, and political efforts to expand the democratic process and civil rights in the United States.
- Understands the contributions of significant political and social leaders in the United States (e.g., George Washington, John Marshall, Frederick Douglass, Elizabeth Cady Stanton, Eleanor Roosevelt, Earl Warren).

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**Competency 015 (Economics, Science, and Technology in U.S. History)**

**The teacher understands major economic developments in U.S. history and the effects of important developments in science and technology on U.S. society.**

The beginning teacher:

- Analyzes the origins and development of the free enterprise system in the United States.
- Understands forces that led to the Industrial Revolution of the eighteenth and nineteenth centuries.
- Analyzes domestic and foreign issues related to U.S. economic growth from the 1870s to 1920 (e.g., Sherman Antitrust Act, tariff policies, international conflicts).
- Demonstrates knowledge of significant economic developments between World War I and World War II.
- Analyzes the economic effects of World War I, World War II, the Cold War, and increased globalization of the economy.
- Demonstrates knowledge of how developments in science and technology have affected the economic development of the United States (e.g., cotton gin, Bessemer steel process, electric power, telegraph and telephone, railroads, petroleum-based products, computers).
- Analyzes the impact of scientific discoveries and technological innovations on daily life in the United States (e.g., radio, television, automobile, polio vaccine).

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**DOMAIN III—FOUNDATIONS, SKILLS, RESEARCH, AND INSTRUCTION**

**Competency 016 (History Foundations and Skills)**

**The teacher understands historical terminology and concepts; the philosophical foundations of historical inquiry; relationships between history and other disciplines; and skills for resolving conflicts, solving problems, and making decisions in historical contexts.**

The beginning teacher:

- Demonstrates knowledge of the philosophical foundations of historical inquiry.
- Uses historical terminology correctly.
- Knows how knowledge generated by historical inquiry is used to study social phenomena, and understands practical applications of history education.
- Applies knowledge of the concepts of theme and chronology and their uses in understanding history and historical events.
- Applies different methods that historians use to interpret the past.
- Understands how history relates to other disciplines.
- Knows how to 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 in historical contexts.
- Knows how to use decision-making processes to identify and analyze situations that require decisions, gather information, identify options, predict consequences, and implement decisions in historical contexts.

**FIELD 133: HISTORY 8–12  
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**Competency 017 (Sources of Historical Information; Interpreting and Communicating Historical Information)**

**The teacher interprets diverse sources of historical information, and uses various methods to communicate historical information.**

The beginning teacher:

- Demonstrates knowledge of characteristics and uses of primary and secondary sources (e.g., databases, maps, photographs, documents, biographies, interviews, questionnaires, artifacts).
- Evaluates the validity of historical information from primary and secondary sources, and identifies bias.
- Assesses multiple points of view and frames of reference relating to historical issues.
- Knows how to use maps and other graphics to present geographic, political, historical, economic, and cultural features, distributions, and relationships.
- Communicates and interprets historical information in written, oral, and visual forms, and translates information from one medium to another (e.g., written to visual, statistical to written or visual).

**Competency 018 (Historical Research)**

**The teacher understands historical research methods, including procedures for formulating research questions and for organizing, analyzing, evaluating, and reporting historical information.**

The beginning teacher:

- Knows how to formulate research questions.
- Uses appropriate procedures to reach supportable judgments and conclusions in history.
- Understands historical research methods, and knows how historians locate, gather, organize, analyze, and report information.
- Knows how to analyze historical information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations, and drawing inferences and conclusions.

**FIELD 133: HISTORY 8–12  
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**Competency 019 (History Instruction and Assessment)**

**The teacher understands the Texas Essential Knowledge and Skills (TEKS) in history; knows how to plan and implement effective history instruction, including helping students make interdisciplinary connections and develop relevant reading and writing skills; and knows procedures for assessing students' progress and needs in history.**

The beginning teacher:

- Knows state content and performance standards for history that comprise the Texas Essential Knowledge and Skills (TEKS), and understands the vertical alignment of history in the TEKS from kindergarten to grade 12, including prerequisite knowledge and skills.
- Selects and uses developmentally appropriate instructional practices, activities, technologies, and materials to promote student knowledge, skills, and progress in history.
- Understands the appropriate use of technology as a tool for learning and communicating historical concepts, and provides instruction on how to locate, retrieve, and retain content-related information from a range of texts and technologies.
- Uses a variety of instructional strategies to ensure all students' writing skills and reading comprehension of content-related texts, including helping students link the context of texts to their lives and connect related ideas across different texts.
- Knows how to provide instruction that makes connections between knowledge and methods in history and in other content areas.
- Demonstrates knowledge of forms of assessment appropriate for evaluating students' progress and needs in history.
- Uses multiple forms of assessment and knowledge of the TEKS to determine students' progress and needs and to help plan instruction.