

# History

## [27.230]

In addition to the standards for all social science teachers that are set forth in Section 27.200 of this Part, those who specialize in the teaching of history shall be required to meet the standards described in this Section.

### STANDARD 1

**The competent history teacher understands major trends, key turning points, and the roles of influential individuals and groups in United States history from the colonial era through the growth of the American Republic.**

#### **Knowledge Indicators** - *The competent history teacher:*

- 1A. understands the interaction of European and Native American societies through the mid-19th century.
- 1B. understands the development of political, religious, and socioeconomic institutions in the American colonies.
- 1C. understands the role of the American Revolution in the development of United States society.
- 1D. understands the impact of the industrial revolution, the institution of slavery, and westward expansion on regional and national development.

#### **Performance Indicators** - *The competent history teacher:*

- 1E. identifies political ideas that influenced the development of U.S. constitutional government.
- 1F. assesses factors that contributed to the Age of Exploration and evaluates the consequences of the Columbian Exchange.
- 1G. explains the social, economic, and political tensions that led to the American Revolution.
- 1H. explains the factors that accounted for the differences between societies in New England, the mid-Atlantic, and the lower South.
- 1I. explains the effect of the revolution on social, political, and economic relations in the new nation.
- 1J. explains the evolution of the two-party system.

### STANDARD 2

**The competent history teacher understands major trends, key turning points, and the roles of influential individuals and groups in United States history from the Civil War through World War 1.**

#### **Knowledge Indicators** - *The competent history teacher:*

- 2A. understands events that contributed to the U.S. Civil War.
- 2B. understands the role of reconstruction in rebuilding the nation.
- 2C. understands the role of big business in the transformation of U.S. society in the late 19th century.
- 2D. understands the influences of Populism and Progressivism on U.S. society in the late 19th and early 20th centuries.
- 2E. understands the composition and significance of late 19th century immigration.
- 2F. understands the role of the U.S. in world affairs through World War I.

**Performance Indicators - *The competent history teacher:***

- 2G. explains the effects of the Civil War on U.S. society.
- 2H. evaluates reconstruction policies and their impact on U.S. society.
- 2I. identifies the effects of industrialization and urbanization on the U.S.
- 2J. traces the patterns of immigration settlement in different regions of the country.
- 2K. describes the obstacles, opportunities, and contributions of immigrants.
- 2L. assesses the relationship between business and labor.
- 2M. explains the political, social, cultural, and economic contributions of Populism and Progressivism.
- 2N. explains the causes of World War I and the reasons for U.S. involvement in the war.

### **STANDARD 3**

**The competent history teacher understands major trends, key turning points, and the roles of influential individuals and groups in United States history in the twentieth century and beyond.**

**Knowledge Indicators - *The competent history teacher:***

- 3A. understands the effects of the Great Depression on the United States.
- 3B. understands the relationship between the New Deal and the development of welfare policies after 1932.
- 3C. understands the origins of World War II and of U.S. involvement in the war.
- 3D. understands the social transformation of post-war United States.
- 3E. understands the origins of the Cold War and its impact on the United States.
- 3F. understands the significance of landmark events in foreign and domestic policies since 1945.
- 3G. understands United States involvement in the Vietnam War.

**Performance Indicators - *The competent history teacher:***

- 3H. evaluates the causes of the Great Depression and its impact on the United States.
- 3I. explains reasons for U.S. participation in World War II.
- 3J. evaluates the role of the United States in World War II and the impact of the war on the United States.
- 3K. explains the origins of the Cold War and its impact on the United States.
- 3L. identifies the origins and the course of post-1945 social movements, particularly the Civil Rights movement.
- 3M. explains the relationship between U.S. domestic and foreign policies in the 20<sup>th</sup> century.
- 3N. assesses the U.S. military engagement in Vietnam and its effect on the United States.

### **STANDARD 4**

**The competent history teacher understands major trends, key turning points, and the roles of influential individuals and groups in world history from prehistory to the Age of Exploration.**

**Knowledge Indicators - *The competent history teacher:***

- 4A. understands the transition from prehistory to early civilizations, including non-western empires and tropical civilizations.
- 4B. understands the development of classical civilizations from 1000 BCE to 500 CE.
- 4C. understands the fragmentation and interaction of civilizations from 500 to 1000 CE.
- 4D. understands the centralization of power in different regions from 1000 to 1500 CE.

**Performance Indicators - *The competent history teacher:***

- 4E. describes the populating of major world regions by human communities.
- 4F. identifies and compares centralized and decentralized states.
- 4G. explains the major achievements of Greek and Roman civilizations.
- 4H. identifies factors contributing to the break up of the Roman Empire.
- 4I. explains the role of feudalism in the growth of European monarchies and city states.
- 4J. describes major political, social, and economic developments in non-western states.

## **STANDARD 5**

**The competent history teacher understands major trends, key turning points, and the roles of influential individuals and groups in world history from the Age of Exploration to the present.**

**Knowledge Indicators - *The competent history teacher:***

- 5A. understands cultural encounters, global change, and revolution from 1450 to 1850.
- 5B. understands imperialism and its effects from 1850 to 1914.
- 5C. understands the ideas, institutions, and cultural legacies of the twentieth century.
- 5D. understands the causes and courses of the world wars.
- 5E. understands the motivations and effects of decolonization.

**Performance Indicators - *The competent history teacher:***

- 5F. describes the origins and consequences of encounters between Europeans and peoples of Africa, Asia, and the Americas.
- 5G. identifies the cultural and religious significance of the scientific revolution.
- 5H. describes the relationship between political and industrial revolutions on social and cultural change.
- 5I. explains the causes and effects of European, American, and Asian imperial expansion.
- 5J. describes the causes and consequences of 20th century wars.
- 5K. describes the causes and global consequences of economic development.
- 5L. describes the causes and consequences of the Holocaust.
- 5M. describes the independence movements related to decolonization.

## **STANDARD 6**

**The competent history teacher understands major trends, key turning points, and the roles of influential individuals and groups in the State of Illinois from the colonial era to the present.**

**Knowledge Indicators - *The competent history teacher:***

- 6A. understands the evolution of political ideas, institutions, and practices and their role in Illinois.
- 6B. understands the influence of geography, technology, agriculture, urbanization, industry, and labor on the development of the Illinois economy.
- 6C. understands the effects of migration of people and cultures and several religious traditions that have shaped Illinois.
- 6D. understands the roles of family and local history in their relation to the larger context of U.S. and global history.

**Performance Indicators - *The competent history teacher:***

- 6E. describes the development of political ideas, institutions, and practices in Illinois.

- 6F. traces development of the Illinois economy.
- 6G. assesses the impact of cultural migration and religious traditions on Illinois.
- 6H. relates Illinois family and local history to U.S. and world history.

## **STANDARD 7**

**The competent history teacher understands comparative history.**

**Knowledge Indicators - *The competent history teacher:***

- 7A. understands methods of comparative history.
- 7B. understands effects of broad historical developments (e.g., industrialization, modernization, imperialism, globalization) on diverse cultures.
- 7C. understands different meanings and implications of broad historical development on diverse cultures.
- 7D. understands differences and similarities from one generation to the next within the same culture.

**Performance Indicators - *The competent history teacher:***

- 7E. identifies similarities and differences within and between cultures.
- 7F. evaluates the impact of broad historical developments on diverse cultures.
- 7G. assesses the different meanings and implications of historical developments on diverse cultures.
- 7H. describes continuities and changes within and among generations.

## **STANDARD 8**

**The competent history teacher understands the major interpretations in the field of history.**

**Knowledge Indicators - *The competent history teacher:***

- 8A. understands the various and changing definitions of history.
- 8B. understands the origins and interpretative frameworks of significant theories of history.
- 8C. understands the tentative nature of historical interpretation.

**Performance Indicators - *The competent history teacher:***

- 8D. differentiates among and evaluates various definitions of history.
- 8E. employs and assesses interpretive frameworks in analyzing historical events.
- 8F. evaluates major debates among historians.