



## **Field 051: Social Studies—Historical Perspectives**

### **REPA Educator Standards**

#### **Standard 1: Historical Concepts and Perspectives**

**History teachers have a broad and comprehensive understanding of historical concepts, terms, sources, and perspectives, including:**

- 1.1** basic historical terms and concepts
- 1.2** time, sequence, and chronological thinking, and patterns of succession and duration in history
- 1.3** continuity and change across historical eras
- 1.4** multiple causation of historical events and causal relationships between historical events and developments
- 1.5** major historical interpretations and how they change over time
- 1.6** historical issues and events as seen from diverse regional, racial, ethnic, class, and gender perspectives

#### **Standard 2: Historical Sources and Research Skills**

**History teachers have a broad and comprehensive understanding of historical sources and research skills, including:**

- 2.1** basic reference sources used in historical research
- 2.2** differences between and the value of primary and secondary sources of historical information
- 2.3** uses and limitations of various types of primary sources and secondary sources of historical information
- 2.4** formulation of questions for historical inquiry
- 2.5** the acquisition, organization, and presentation of historical information
- 2.6** use of electronic technologies in historical research

#### **Standard 3: Historical Analysis and Interpretation**

**History teachers have a broad and comprehensive understanding of how to analyze and interpret the past, including:**

- 3.1** how to understand the perceptions of past events as they were experienced by people at the time
- 3.2** how to identify purpose, point of view, and central questions in historical documents and narratives
- 3.3** how to analyze underlying assumptions and bias and adequacy of evidence in historical documents
- 3.4** how to distinguish fact from expression of opinion in historical documents, accounts, and arguments
- 3.5** how to evaluate the nature and adequacy of evidence
- 3.6** how to interpret historical issues and information presented in various graphic formats
- 3.7** how to evaluate multiple perspectives on historical events and developments
- 3.8** how to communicate historical information, analysis, and interpretation in effective written forms

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## **Standard 4: World History**

**History teachers have a broad and comprehensive understanding of major events and developments in world history, including:**

- 4.1** the beginnings of human society and the emergence of agricultural societies around the world
- 4.2** the origins, structures, and development of early civilizations in Eurasia and North Africa; the classical Mediterranean world; and major empires and civilizations of Asia, Africa, and the Americas to 500 CE
- 4.3** principal beliefs, sacred texts, and historical development of Judaism, Confucianism, Daoism, Hinduism, Buddhism, Christianity, Islam, and indigenous religious traditions
- 4.4** the rise of the Byzantine Empire, the expansion of Islam, the spread of feudalism in Europe, and the Mongol conquests
- 4.5** continuity and change in Asian, Middle Eastern, and African civilizations, 1300–1800 CE
- 4.6** the causes and consequences of European exploration, conquest, and colonization during the first global age, 1450–1750 CE
- 4.7** the critical ideas and transformative effects of the Renaissance, Reformation, Scientific Revolution, and Enlightenment
- 4.8** the causes and consequences of the American and French revolutions and the Latin American wars for independence
- 4.9** the Industrial Revolution and its technological, economic, social, and political influence on the development of the modern world
- 4.10** the rise of nationalism and the emergence, expansion, and consequences of European imperialism
- 4.11** the origins and consequences of World War I; the causes and major developments of the Russian Revolution; major political, economic, social, and cultural developments of the interwar period; and the causes and effects of World War II
- 4.12** major events and developments of the post–World War II period related to the Cold War, creation of the United Nations, decolonization in Asia and Africa, important regional conflicts, changing international power relations, and economic globalization

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## **Standard 5: U.S. History**

**History teachers have a broad and comprehensive understanding of major events and developments in U.S. history, including:**

- 5.1** characteristics of Native American cultures prior to European settlement and the interactions between Native Americans and Europeans
- 5.2** motives for European settlement and colonization of the Americas; the political, economic, social, and cultural institutions established in Great Britain's North American colonies; and similarities and differences between the colonies
- 5.3** the causes, major events, and consequences of the American Revolution; the creation of national and state governments; and the rise of political parties
- 5.4** the concept of Manifest Destiny and westward expansion and its impact on Native American peoples
- 5.5** the growth of slavery and the effort to reform U.S. society
- 5.6** the origins, major events, and consequences of the Civil War and Reconstruction
- 5.7** the transformation of the U.S. economy and the urbanization of U.S. society
- 5.8** the emergence of the United States as a world power and U.S. participation in the Spanish-American War and World War I
- 5.9** prosperity, woman suffrage, the Depression, and war: the United States from 1920–1945
- 5.10** the Cold War, the creation of the United Nations, and the evolving U.S. role in the world after World War II
- 5.11** political, social, economic, and cultural developments in U.S. society during the second half of the twentieth century
- 5.12** the United States in a global age

## **Standard 6: Indiana History**

**History teachers have a broad and comprehensive understanding of major events and developments in Indiana history, including:**

- 6.1** Native American cultures of the Midwest and the role of Native Americans in the development of Indiana
- 6.2** early explorers and major political and economic developments in Indiana prior to statehood
- 6.3** causes and effects of historic and contemporary patterns of immigration and settlement in Indiana
- 6.4** the role of Indiana in national affairs during the Civil War and Reconstruction
- 6.5** industrial and agricultural growth in Indiana during the late nineteenth and early twentieth centuries
- 6.6** the effects of World War I and World War II on Indiana and major economic and political developments of the interwar era
- 6.7** the experiences and contributions of major cultural and ethnic groups in Indiana
- 6.8** important social, cultural, political, and economic developments and changes in Indiana since World War II

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## **Standard 7: History Instruction and Assessment**

**History teachers have a broad and comprehensive understanding of content-specific instruction and assessment in history, including:**

- 7.1** the Indiana Academic Standards and Core Standards for Social Studies
- 7.2** the Common Core State Standards for Literacy in History/Social Studies, the NCSS National Standards for Social Studies Teachers, the National Center for History in the Schools National Standards for History, and the ISTE National Educational Technology Standards
- 7.3** instructional strategies and resources for promoting student understanding of historical concepts and skills related to history
- 7.4** strategies and skills for planning and designing historical instruction, including the use of techniques and approaches that meet the needs of diverse learners
- 7.5** instructional strategies for promoting student learning and fostering the development of critical-thinking, problem-solving, and performance skills in the social studies
- 7.6** communication methods that promote student learning and foster active inquiry, interaction, and collaboration in the social studies classroom
- 7.7** strategies and skills for selecting, adapting, and using technological resources to enhance teaching and learning about history
- 7.8** strategies and skills for effectively assessing student understanding and mastery of essential historical concepts and skills