Domain III – Social Studies

• Approximately 16% of the test
• Approximately 41 Items
• 35 minutes
• Averages 51 seconds per question

Social Studies Competencies

• Competency I: Social Science Instruction
• Competency II: History
• Competency III: Geography and Culture
• Competency IV: Economics
• Competency V: Government and Citizenship
Competency 001: Social Science Instruction

The teacher understands and applies social science knowledge and skills to plan, organize and implement instruction and assess learning.

The beginning teacher:

A. Understands the social studies content and performance standards that constitute the Texas Essential Knowledge and Skills (TEKS).
B. Understands 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.
C. Understands and uses social studies terminology correctly.
D. Understands the implications of stages of student growth and development for designing and implementing effective learning experiences in the social sciences (e.g., knowledge of and respect for self, family and communities; sharing; following routines; working cooperatively in groups).
E. Selects and applies effective, developmentally appropriate instructional practices, activities, technologies and materials to promote students’ knowledge and skills in the social sciences.

F. Selects and applies current technology as a tool for teaching and communicating social studies concepts.
G. Selects and uses effective instructional strategies, activities, technologies and materials to promote students’ knowledge and skills in the social sciences.
H. Understands how to promote students’ use of social science skills, vocabulary and research tools, including currently available technological tools.
I. Applies instruction that makes skills, concepts and ideas across different social science disciplines.
J. Provides and facilitates instruction that helps students make connections between knowledge and methods in the social sciences and in other content areas.

K. Uses a variety of formal and informal assessments and knowledge of the Texas Essential Knowledge and Skills (TEKS) to determine students’ progress and needs and to help plan instruction that addresses the strengths, needs and interests of all students, including English language learners and students with special needs.
L. Understands and relates practical applications of social science issues and trends.
M. Creates maps and other graphics to represent geographic, political, historical, economic and cultural features, distributions and relationships.
N. Communicates the value of social studies education to students, parents/caregivers, colleagues and the community.
Competency 001: Social Science Instruction

The teacher understands and applies social science knowledge and skills to plan, organize and implement instruction and assess learning.

Problem:
Each of the following events were listed on sentence strips. Working with a partner, students in Mrs. Wilson's 4th grade class were asked to conclude the day's lesson on major events of Manifest Destiny by placing the strips in chronological order. What is the correct order that the students should have placed the events in?

(A) Annexation of Texas by the U.S.
(B) Treaty of Guadalupe Hidalgo
(C) Oregon Treaty
(D) U.S. captures Mexico City
(E) The Battle of the Alamo

A. A-B-C-D-E
B. E-C-A-D-B
C. D-E-C-A-B
D. E-A-C-D-B

Competency 001: Social Science Instruction

The teacher understands and applies social science knowledge and skills to plan, organize and implement instruction and assess learning.

Answer:
D is the correct answer.

• During the period of rapid expansion between the 1830s and 1840s in the United States, the following events occurred:

  (E) the Battle of the Alamo—1836, during the Texas independence fight
  (A) annexation of Texas by the U.S.—1845, in one of President Tyler's final actions as president
  (C) Oregon Treaty—1846, avoiding war with Great Britain by agreeing to a border at the 49th parallel
  (D) U.S. captures Mexico City—1847, following the capture of Veracruz, General Winfield Scott defeating Mexican troops defending the capital
  (B) Treaty of Guadalupe Hidalgo—1848, U.S. agrees to pay Mexico $15 million in exchange for the southwest territories (eventual states of California, Nevada, Utah, Colorado, New Mexico, Arizona)

Competency 002: History

The teacher understands and applies knowledge of significant historical events and developments, multiple historical interpretations and ideas and relationships between the past, the present and the future as defined by the Texas Essential Knowledge and Skills (TEKS).

The beginning teacher:
A. Demonstrates an understanding of historical points of reference in the history of Texas, the United States and the world (e.g., the Texas Revolution, the Republic of Texas and the annexation of Texas by the United States).
B. Analyzes how individuals, events and issues shaped the history of Texas, the United States and the world.
C. Demonstrates an understanding of similarities and differences among Native American groups in Texas, the United States and the Western Hemisphere before European contact.
D. Demonstrates an understanding of the causes and effects of European exploration and colonization of Texas, the United States and the Western Hemisphere.
E. Analyzes the influence of various factors (e.g., geographic contexts, processes of spatial exchange, science, technology) on the development of societies.
Competency 002: History

The teacher understands and applies knowledge of significant historical events and developments, multiple historical interpretations and ideas and relationships between the past, the present and the future as defined by the Texas Essential Knowledge and Skills (TEKS).

The beginning teacher:

F. Understands common characteristics of communities past and present, including reasons people have formed communities (e.g., need for security, religious freedom, social, industrial advancement), ways in which different communities meet their needs (e.g., government, education, communication, transportation, recreation and their historical figures, places and good citizens); local, state and national communities, states and nations.

G. Demonstrates an understanding of basic concepts of culture and the processes of culture adaptation, diffusion and exchange.

H. Applies knowledge and analyzes the effects of scientific, mathematical and technological innovations on political, economic, social and environmental developments as they relate to daily life in Texas, the United States and the world.

I. Demonstrates an understanding of how to formulate historical research questions and take action to reach appropriate procedures for formulating judgments and conclusions in the social sciences.

K. Demonstrates an understanding of historical research and knows how historians locate, gather, organize, analyze and report information by using standard research methodologies.

L. Knows the characteristics and uses of primary and secondary sources for historical research (e.g., databases, maps, photographs, media services, the Internet, biographies, interviews, questionnaires, and research conducted on historical information in secondary sources); understands and evaluates information in relation to bias, propaganda, point of view and frame of reference.

M. Applies and evaluates the use of decision-making processes to identify situations that require decisions: by gathering information, identifying options, predicting consequences and taking action to implement the decisions.

O. 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).

P. Analyzes historical information by categorizing, comparing and contrasting, making generalizations and predictions and drawing inferences and conclusions (e.g., regarding population statistics, patterns of migration, voting trends and patterns).

Q. Applies knowledge of the concept of chronology and its use in understanding history and historical events.

R. Applies 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 social situations.

S. Demonstrates an understanding of the foundations of representative government in the United States, significant individuals, events and issues of the Revolutionary era and challenges confronting the United States government in the early years of the Republic.

T. Demonstrates an understanding of westward expansion and analyzes its effects on the political, economic and social development of the United States and Texas, including its effects on American Indian life.

U. Analyzes the ways that political, economic and social factors led to the growth of sectionalism and the Civil War.

V. Understands individuals, issues and events involved in the Civil War and analyzes the effects of Reconstruction on the political, economic and social life of the United States and Texas.

W. Demonstrates an understanding of major United States and Texas reform movements of the nineteenth and twentieth centuries (e.g., abolitionism, women's suffrage, civil rights, temperance).
The teacher understands and applies knowledge of significant historical events and developments, multiple historical interpretations and ideas and relationships between the past, the present and the future as defined by the Texas Essential Knowledge and Skills (TEKS).

The beginning teacher:
X. Demonstrates knowledge of boom and bust cycles of leading Texas industries (e.g., railroads, the cattle industry, oil and gas production, cotton, real estate, banking, computer technology).
Y. Demonstrates an understanding of important individuals, issues and events of the twentieth and twenty-first centuries in Texas, the United States and the world (e.g., urbanization, Great Depression, the Dust Bowl, the Second World War, growth of the oil and gas industry).
Z. Analyzes ways that particular contemporary societies reflect historical events (e.g., invasion, conquests, colonization, immigration).

Competency 002: History

Problem:
One of the factors that proved critical to the Spanish conquest of the Aztecs was:

A. The overwhelming number of Spanish conquistadors
B. No political or military organization within the Aztec Empire
C. The friendly and passive nature of the Aztecs
D. A smallpox epidemic spread by contact with the Spanish soldiers

Answer:
A. D is the correct answer. (A smallpox epidemic spread by contact with the Spanish soldiers)

Smallpox devastated the native populations of the New World. The Aztec population, estimated at 30 million when the Spanish arrived in Mexico, was down to 3 million by 1568 and 1.6 million in 1620. Despite having an army of perhaps only 600 Spaniards, Hernan Cortes was able to eventually defeat the Aztec forces and claim Mexico City for Spain in 1521.
### Competency 003: Geography and Culture

The teacher understands and applies knowledge of geographic relationships involving people, places and environments in Texas, the United States and the world; the teacher also understands and applies knowledge of cultural development, adaptation, diversity and interactions among science, technology and society as defined by the Texas Essential Knowledge and Skills (TEKS).

The beginning teacher:

| A. | Analyzes and applies knowledge of key concepts in geography (e.g., location, distance, region, grid systems) and knows the locations and the human and physical characteristics (e.g., culture, diversity) of places and regions in Texas, the United States and the world. |
| B. | Analyzes ways that location (absolute and relative) affects people, places and environments (e.g., the location of renewable and nonrenewable natural resources such as fresh water, fossil fuels, fertile soil, and timber). |
| C. | Analyzes how geographic factors have influenced the settlement patterns, economic development, political relationships and historical and contemporary societies, including those of Texas, the United States and the world. |
| D. | Demonstrates an understanding of physical processes (e.g., erosion, deposition, weathering, plate tectonics, sediment transfer; flows and exchanges of energy and matter in the atmosphere that produce weather and climate) and their effects on environmental patterns. |
| E. | Analyzes how humans adapt to, use and modify the physical environment and how the physical characteristics of places and human modifications to the environment affect human activities and settlement patterns. |
| F. | Demonstrates an understanding of the physical environmental characteristics of Texas, the United States and the world, past and present, and analyzes how humans have adapted to and modified the environment. |
| G. | Examines how developments in science and technology affect the physical environment; the growth of economies and societies; and definitions of, access to and the use of physical and human resources. |
| H. | Creates and interprets maps of places and regions that contain map elements, draws sketch maps that illustrate various places and regions, and uses the compass rose, grid system and symbols to determine directions and locations. |
| I. | Demonstrates an understanding of basic concepts of culture; processes of cultural adaptation, diffusion and exchange; and positive and negative qualities of a multicultural society. |
| J. | Demonstrates an understanding of the contributions made by people of various racial, ethnic and religious groups. |
| K. | Analyzes the effects of race, gender, socioeconomic class, status and stratification on ways of life in Texas, the United States and the world. |
| L. | Identifies and explains various ethnic and cultural customs, celebrations and traditions. |
| M. | Demonstrates an understanding of relationships among cultures of people from various groups, including racial, ethnic and religious groups, in the United States and throughout the world (e.g., conflict and cooperation among cultures; factors that influence cultural change, such as improved communication, transportation and economic development). |
| N. | Compares and analyzes similarities and differences in the ways various peoples at different times in history have lived and have met basic human needs, including the various roles of men, women, children and families in past and present cultures. |
Competency 003: Geography and Culture

The teacher understands and applies knowledge of geographic relationships involving people, places and environments in Texas, the United States and the world; the teacher understands and applies knowledge of cultural development, adaptation, diversity and interactions among science, technology and society as defined by the Texas Essential Knowledge and Skills (TEKS).

The beginning teacher:

O. Compares similarities and differences among Native American groups in Texas, the United States and the Western Hemisphere before European colonization.

P. Applies knowledge of the role of families in meeting basic human needs and how families and cultures develop and use customs, traditions and beliefs to define themselves.

Q. Understands and applies the concept of diversity within unity.

R. Relates geographic and cultural information and ideas to information and ideas in other social sciences and other disciplines.

S. Formulates geographic and cultural research questions and uses appropriate procedures to reach supportable judgments and conclusions.

T. Demonstrates an understanding of research related to geography and culture and knows how social scientists in those fields locate, gather, organize, analyze and report information using standard research methodologies.

U. Demonstrates an understanding of the characteristics and uses of various primary and secondary sources (e.g., databases, maps, photographs, media services, the Internet, biographies, interviews, questionnaires, artifacts); utilizes information from a variety of sources to acquire social science information; answers social science questions; and evaluates information in relation to bias, propaganda, point of view and frame of reference.

V. Applies evaluative, problem-solving and decision-making skills to geographic and cultural information, ideas and issues by identifying problems, gathering information, listing and considering options, considering advantages and disadvantages, choosing and implementing solutions, and assessing the solutions' effectiveness.

W. Communicates and interprets geographic and cultural information in written, oral and visual form (e.g., maps and other graphics) and translates the information from one medium to another (e.g., written to visual, statistical to written or visual).

X. Analyzes geographic and cultural data using geographical tools and basic mathematical and statistical concepts and analytic methods.

Y. Understands and analyzes the characteristics, distribution and migration of populations and the interactions between people and the physical environment, including the effects of those interactions on the development of Texas, the United States and the world.

Z. Demonstrates knowledge of the institutions that exist in all societies and how the characteristics of those institutions may vary among societies.

AA. Demonstrates an understanding of how people use oral tradition, stories, real and mythical heroes, paintings and sculptures to represent culture in communities in Texas, the United States and the world (e.g., importance of individual writers and artists to the cultural heritage of communities; significant examples of art, music and literature from various periods).
Competency 003: Geography and Culture

The teacher understands and applies knowledge of geographic relationships involving people, places and environments in Texas, the United States and the world; the teacher understands and applies knowledge of cultural development, adaptation, diversity and interactions among science, technology and society as defined by the Texas Essential Knowledge and Skills (TEKS).

The beginning teacher:
B. Understands the relationship between the arts and the times and societies in which they are produced, including how past and contemporary issues influence creative expressions, and identifies examples of art, music and literature that have transcended the boundaries of societies and convey universal themes such as religion, justice and the passage of time.
C. Analyzes relationships among religion, philosophy and culture and their effect on ways of life in Texas, the United States and the world.
D. Understands and analyzes how changes in science and technology relate to political, economic, social and cultural issues and events.

Problem:
The Erie Canal, linking Albany and Buffalo as well as the Atlantic Ocean and the Great Lakes:

A. was paid for wealthy European investors
B. was an economic disaster
C. greatly increased American agricultural exports to Europe
D. was the last major canal built in the U.S. but is no longer used

Answer:
C is the correct answer.
- The completion of the Erie Canal significantly increased the export of food, particularly Midwestern wheat, to England. The Canal, financed mainly by state-backed bonds, was very successful, reduced transportation costs by over 90%, and inspired the construction of other canals throughout the U.S. It is still used today, though mainly for recreation.
Competency 004: Economics

The teacher understands and applies knowledge of economic systems and how people organize economic systems to produce, distribute and consume goods and services.

The beginning teacher:
A. Compares and contrasts similarities and differences in how various peoples at different times in history have lived and met basic human needs, including the various roles of men, women, children and families in past and present cultures.
B. Understands and applies knowledge of basic economic concepts (e.g., economic system, goods and services, free enterprise, interdependence, needs and wants, scarcity, roles of producers and consumers, factors of production, specialization and trade, entrepreneurship); knows that basic human needs are met in many ways; and understands the value and importance of work and of saving and budgeting money.
C. Demonstrates knowledge of the ways people organize economic systems and of the similarities and differences among various economic systems around the world.
D. Understands and applies the knowledge of the characteristics, benefits and development of the free-enterprise system in Texas and the United States and how businesses operate in the United States free-enterprise system (e.g., importance of morality and ethics in maintaining a functional free-enterprise system and the impact of past and present entrepreneurs).
E. Applies knowledge of the effects of supply and demand on consumers and producers in a free-enterprise system.
F. Demonstrates knowledge of patterns of work and economic activities in Texas and the United States, past and present, including the roles of consumers and producers, and the impact of geographic factors, immigration, limited resources, mass production, specialization and division of labor, and American ideas about progress and equal opportunity.
G. Demonstrates knowledge of categories of economic activities, economic indicators and how a society’s economic level is measured.
H. Understands the effects of government regulation and taxation on consumers, economic development and business planning.
I. Demonstrates an understanding of major events, trends and issues in economic history (e.g., factors leading societies to change from rural to urban or agrarian to industrial, economic reasons for exploration and colonization, economic forces leading to the Industrial Revolution, processes of economic development in different areas of the world, factors leading to the emergence of different patterns of economic activity in the various regions of the United States).
J. Analyzes the interdependence of the Texas economy with those of the United States and the world.
Competency 004: Economics

The teacher understands and applies knowledge of economic systems and how people organize economic systems to produce, distribute and consume goods and services.

Problem:
The British policy of mercantilism in the 18th Century did not contain which of the following premises?

A. Colonies should provide raw materials for Britain
B. Colonies can trade with any European nation
C. The more gold and silver Britain had in its treasury the stronger a world power it was
D. Colonies should serve as markets for Britain’s exports

Answer:
B is the correct answer.

Mercantilism was the economic policy prevalent in Europe in the 17th and 18th centuries. A nation's prosperity was determined through its regulation of trade as well as colonies in its possession that were seen as both sources of raw materials and as markets for exported goods from Britain. Furthermore, wealth was measured by the amount of currency (gold and silver) in a nation's treasury. Colonial trade was to be strictly controlled by Britain. Mercantilist policies, such as the Navigation Acts, led to resentment among the American colonists in the last half of the 18th century.

Competency 005: Government and Citizenship

The teacher understands and applies knowledge of concepts of government, democracy and citizenship, including ways that individuals and groups achieve their goals through political systems.

The beginning teacher:
A. Demonstrates knowledge of historical origins of democratic forms of government, such as ancient Greece.
B. Understands and applies the purpose of rules and laws; the relationship between rules, rights and responsibilities; the fundamental rights of American citizens guaranteed in the Bill of Rights and other amendments to the United States Constitution; and the individual's role in making and enforcing rules and ensuring the welfare of society.
C. Understands the basic structure and functions of the United States government, the Texas government and local governments; including the roles of public officials; the relationships among national, state and local governments; and how local, state and national government services are financed.
D. Demonstrates knowledge of key principles and ideas contained in major political documents of Texas and the United States (e.g., the Declaration of Independence, United States Constitution, Texas Constitution) and of relationships among political documents.
E. Demonstrates an understanding of how people organized governments in colonial America and during the early development of Texas.
Competency 005: Government and Citizenship

The teacher understands and applies knowledge of concepts of government, democracy and citizenship, including ways that individuals and groups achieve their goals through political systems.

The beginning teacher:

F. Understands the political processes in the United States and Texas and how the United States political system works.
G. Demonstrates knowledge of types of government (e.g., democratic, totalitarian, monarchic) and their respective levels of effectiveness in meeting citizens' needs (e.g., reasons for limiting the power of government, record of human rights abuses by limited and unlimited governments).
H. Understands the formal and informal processes of changing the United States and Texas Constitutions and the impact of changes on society.
I. Understands and promotes academic understanding of the impact of landmark Supreme Court cases on effective leadership, expression of different points of view, the selection of public officials and their roles.
J. Understands the components of the democratic process (e.g., voluntary individual participation, expression of different points of view, the selection of public officials and their roles). The teacher understands and applies knowledge of concepts of government, democracy and citizenship, including ways that individuals and groups achieve their goals through political systems.

K. Understands the importance of effective leadership in a constitutional republic and identifies past and present leaders in state, local and national governments and their leadership qualities and contributions.

L. Demonstrates knowledge of important customs, symbols, landmarks and celebrations that represent American and Texan beliefs and principles and contribute to national unity.
M. Analyzes the relationships between individual rights, responsibilities and freedoms in democratic societies.
N. Applies knowledge of the rights and responsibilities of citizens and nonprofit and civic groups in Texas and the United States, past and present, and understands characteristics of good citizenship (e.g., community service) as exemplified by historical and contemporary figures.
O. Understands how the nature, rights and responsibilities of citizenship vary among societies.

Problem:

Students will construct a timeline of important documents and government structures that influenced the creation of representative democracy and the protection of individual rights in the United States. Students will include all of the following on their timeline EXCEPT:

A. Magna Carta
B. The French Bill of Rights
C. Virginia House of Burgesses
D. Mayflower Compact
Answer:

B is the correct answer.

Students will be taught that England, not France, had a major impact on our Founding Fathers and the documents they created—the Declaration of Independence, the US Constitution and the Bill of Rights. Instead of respecting individual rights and representative government, France had a centralized government with a monarchy controlling the majority of the power during the time of our American Revolution and Constitutional Convention.