

## SOCIAL STUDIES 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.** 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.
- Standard VI.** 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.
- Standard VII.** 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.
- Standard VIII.** 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.
- Standard IX.** 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.
- Standard X.** 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.

**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**

*Teachers of Students in Grades 8–12*

The beginning teacher knows and understands:

- 1.1k the philosophical foundations of the social science disciplines;
- 1.2k how knowledge generated by the social science disciplines affects society and people’s lives;
- 1.3k practical applications of social studies education;
- 1.4k social science research and how social scientists collect, analyze, and report knowledge and data; and
- 1.5k contemporary issues, events, and individuals in the community, state, nation, and world.

**Application: What Teachers Can Do**

*Teachers of Students in Grades 8–12*

The beginning teacher is able to:

- 1.1s relate philosophical assumptions and ideas to issues and trends in the social sciences;
- 1.2s use social science information and ideas to study social phenomena;
- 1.3s communicate the value of social studies education to a variety of audiences (e.g., students, parents/caregivers, teachers, community);
- 1.4s formulate research questions and use appropriate procedures to reach supportable judgments and conclusions in the social sciences;
- 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;
- 1.6s promote students’ use of social science skills and research tools, including technological tools; and
- 1.7s use social studies terminology correctly.

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

**Teacher Knowledge: What Teachers Know**

*Teachers of Students in Grades 8–12*

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 8–12*

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.**

<p><b>Teacher Knowledge: What Teachers Know</b></p>	<p><b>Application: What Teachers Can Do</b></p>
<p><i>Teachers of Students in Grades 8–12</i></p>	<p><i>Teachers of Students in Grades 8–12</i></p>
<p>The beginning teacher knows and understands:</p>	<p>The beginning teacher is able to:</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>3.1s 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>3.2k forms of assessment appropriate for evaluating students’ progress and needs in the social sciences;</p>	<p>3.2s plan and implement developmentally appropriate learning experiences 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>3.3s 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>3.4k strategies that students with diverse strengths and needs can use to determine word meaning in content-related 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>3.5k strategies that students with diverse strengths and needs can use to develop content-area vocabulary;</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>3.6k strategies that students with diverse strengths and needs can use to facilitate comprehension before, during, and after reading content-related texts;</p>	<p>3.6s 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>3.7k 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>3.7s 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>
<p>3.8k the appropriate use of electronic technology as a tool for learning and communicating social studies concepts.</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.**

<b>Teacher Knowledge: What Teachers Know</b>	<b>Application: What Teachers Can Do</b>
<p><i>Teachers of Students in Grades EC–4*</i></p>	<p><i>Teachers of Students in Grades EC–4*</i></p>
<p>The beginning teacher knows and understands:</p>	<p>The beginning teacher is able to:</p>
<p>4.1k traditional historical points of reference in the history of Texas, the United States, and the world;</p>	<p>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;</p>
<p>4.2k the historical significance of customs, holidays, landmarks, and celebrations in the community, state, and nation;</p>	<p>4.2s analyze and evaluate the validity of information in relation to bias, propaganda, point of view, and frame of reference;</p>
<p>4.3k the concept of chronology and how it is used to understand history and historical events;</p>	<p>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;</p>
<p>4.4k how various sources provide information about the past;</p>	<p>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;</p>
<p>4.5k the individuals, events, and issues that shaped the history of Texas;</p>	<p>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;</p>
<p>4.6k the causes and effects of European exploration and colonization of Texas, the United States, and the Western Hemisphere;</p>	<p>4.6s use appropriate skills to interpret social studies information such as maps and graphs;</p>
<p>4.7k the similarities and differences of Native-American groups in Texas and the Western Hemisphere before European colonization;</p>	<p>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;</p>
<p>4.8k common characteristics of communities, past and present;</p>	<p>4.8s communicate historical information and ideas in written, oral, and visual forms;</p>
<p>4.9k the impact of science and technology on the development of societies; and</p>	
<p>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.</p> <p>*See 4.11k below.</p>	<p>*See 4.12s below.</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.**

**Application: What Teachers Can Do**

*Teachers of Students in Grades EC–4 (continued)*

- 4.9s 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;
- 4.10s use decision-making processes to identify situations that require decisions, gather information, identify options, predict consequences, and take action to implement decisions; and
- 4.11s relate historical information and ideas to information and ideas in other social sciences and in other disciplines.

**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 4–8\*\**

The beginning teacher knows and understands:

- 4.11k all content specified for teachers in grades EC–4;
- 4.12k how characteristics of contemporary world societies have resulted from historical events such as invasion, conquests, colonization, other conflicts, immigration, and trade;
- 4.13k how individuals, events, and issues shaped the history of Texas, the United States, and the world;
- 4.14k the foundations of representative government in the United States and the significant political and economic issues of the revolutionary era;
- 4.15k the challenges confronted by the U.S. government and its leaders in the early years of the republic;
- 4.16k westward expansion and its effects on the political, economic, and social development of the nation;
- 4.17k how political, economic, and social factors led to the growth of sectionalism and the Civil War;
- 4.18k individuals, issues, and events of the Civil War and the effects of Reconstruction on the political, economic, and social life of the nation; and
- 4.19k important issues, events, and individuals of the 20<sup>th</sup> century in the United States and the world.

\*\*See 4.20k below.

**Application: What Teachers Can Do**

*Teachers of Students in Grades 4–8\*\**

The beginning teacher is able to:

- 4.12s apply all skills specified for teachers in grades EC–4, using content and contexts appropriate for grades 4–8.

\*\*See 4.13s below.

**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 8–12*

The beginning teacher knows and understands:

- 4.20k all content specified for teachers in grades EC–8;
- 4.21k the historical influence of developments in government, technology, sociology, economics, and psychology;
- 4.22k political, economic, and social changes in the United States;
- 4.23k significant individuals, events, and issues in the United States;
- 4.24k the emergence of the United States as a world power and the impact of significant national and international decisions and conflicts from 1898 to the present on the United States;
- 4.25k the impact of the American civil rights movement;
- 4.26k major developments in world civilizations;
- 4.27k how, as a result of the collapse of the Western Roman Empire, new political, economic, and social systems evolved, creating a new civilization in Western Europe;
- 4.28k the causes, characteristics, and effects of the European Renaissance and Reformation eras;
- 4.29k causes and effects of European expansion and imperialism since the 16<sup>th</sup> century;
- 4.30k causes and effects of major political revolutions since the 17<sup>th</sup> century;
- 4.31k causes and effects of the Industrial Revolution;

**Application: What Teachers Can Do**

*Teachers of Students in Grades 8–12*

The beginning teacher is able to:

- 4.13s apply all skills specified for teachers in grades EC–8, using content and contexts appropriate for grades 8–12.

**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 8–12 (continued)*

- 4.32k the impact of totalitarianism on 20<sup>th</sup> century history;
- 4.33k causes and effects of World War I and World War II;
- 4.34k economic ideas and decisions from the past that have influenced the present and those of today that will affect the future; and
- 4.35k economic concepts embodied in historical documents including the U.S. Constitution.

**Standard V. 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.**

<p><b>Teacher Knowledge: What Teachers Know</b></p>	<p><b>Application: What Teachers Can Do</b></p>
<p><i>Teachers of Students in Grades EC–4*</i></p>	<p><i>Teachers of Students in Grades EC–4*</i></p>
<p>The beginning teacher knows and understands:</p>	<p>The beginning teacher is able to:</p>
<p>5.1k the concept of region as an area of Earth’s surface with unifying geographic characteristics;</p>	<p>5.1s communicate geographic information and ideas in written, oral, and visual forms;</p>
<p>5.2k the locations and characteristics of places and regions in Texas, the United States, and the world;</p>	<p>5.2s evaluate multiple points of view and frames of reference relating to geographic phenomena;</p>
<p>5.3k how humans adapt to, use, and modify the physical environment;</p>	<p>5.3s use geographic tools such as maps, globes, graphs, charts, models, and databases to pose and answer geographic questions;</p>
<p>5.4k how physical characteristics of places and regions and human modifications to the environment affect people’s activities and settlement patterns;</p>	<p>5.4s use historical, geographic, and statistical information from a variety of sources such as databases, field interviews, media services, and questionnaires to answer geographic questions and infer geographic relationships;</p>
<p>5.5k how location (absolute and relative) affects people, places, and environment;</p>	<p>5.5s analyze and evaluate the validity and utility of multiple sources of geographic information such as primary and secondary sources, aerial photographs, and maps;</p>
<p>5.6k the concepts of location, distance, grid systems, and direction on maps and globes;</p>	<p>5.6s construct and interpret maps to answer geographic questions, infer geographic relationships, and analyze geographic change;</p>
<p>5.7k the patterns, processes, and locations of major historical and contemporary societies and regions of Texas, the United States, and the world;</p>	<p>5.7s apply basic mathematical and statistical concepts and analytical methods to analyze geographic data using appropriate technology;</p>
<p>5.8k physical processes and their effects on patterns in the environment;</p>	<p>5.8s use a series of maps, including computer-based geographic information systems, to obtain and analyze data needed to solve geographic and locational problems;</p>
<p>5.9k the characteristics, distribution, and migration of populations in Texas, the United States, and the world; and</p>	<p>5.9s design and draw appropriate maps and other graphics such as sketch maps, diagrams, tables, and graphs to present geographic features, geographic distributions, geographic relationships, and other geographic information;</p>
<p>5.10k the physical characteristics of Texas, the United States, and the world, past and present, and how humans adapted to and modified the environment.</p>	<p>*See 5.15s below.</p>
<p>*See 5.11k below.</p>	

**Standard V. 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.**

**Application: What Teachers Can Do**

*Teachers of Students in Grades EC–4 (continued)*

- 5.10s plan, organize, and complete group research projects that involve asking geographic questions; acquiring, organizing, and analyzing geographic information; answering geographic questions; and communicating results;
- 5.11s use case studies and geographic information systems to identify contemporary geography problems and issues and to apply geographic knowledge and skills to answer real-world questions;
- 5.12s 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;
- 5.13s use decision-making processes to identify situations that require decisions, gather information, identify options, predict consequences, and take action to implement decisions; and
- 5.14s relate geographic information and ideas to information and ideas in other social sciences and in other disciplines.

**Standard V. 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.**

**Teacher Knowledge: What Teachers Know**

*Teachers of Students in Grades 4–8\*\**

The beginning teacher knows and understands:

- 5.11k all content specified for teachers in grades EC–4;
- 5.12k how geographic factors influence the economic development, political relationships, and policies of societies; and
- 5.13k the impact of interactions between people and the physical environment on the development of places and regions.

\*\*See 5.14k below.

**Application: What Teachers Can Do**

*Teachers of Students in Grades 4–8\*\**

The beginning teacher is able to:

- 5.15s apply all skills specified for teachers in grades EC–4, using content and contexts appropriate for grades 4–8.

\*\*See 5.16s below.

**Standard V. 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.**

**Teacher Knowledge: What Teachers Know**

*Teachers of Students in Grades 8–12*

The beginning teacher knows and understands:

- 5.14k all content specified for teachers in grades EC–8;
- 5.15k the impact of geographic factors on major events in U.S. and world history;
- 5.16k the effects of migration and immigration on society;
- 5.17k the impact of population growth and modernization on the physical environment;
- 5.18k how physical processes shape patterns in the physical environment (lithosphere, atmosphere, hydrosphere, and biosphere), including how Earth-Sun relationships affect physical processes and patterns on Earth's surface;
- 5.19k the patterns and characteristics of major landforms, climates, and ecosystems of Earth and the interrelated processes that produce them;
- 5.20k how political, economic, and social processes shape cultural patterns and characteristics in various places and regions;
- 5.21k the growth, distribution, movement, and characteristics of world population;
- 5.22k how peoples, places, and environments are connected and interdependent;
- 5.23k the influence of geographic factors on political, social, cultural, and economic developments;
- 5.24k the geographic significance of economic factors of production;
- 5.25k reasons for international trade and its importance to the United States; and
- 5.26k free trade issues and the effects of trade barriers.

**Application: What Teachers Can Do**

*Teachers of Students in Grades 8–12*

The beginning teacher is able to:

- 5.16s apply all skills specified for teachers in grades EC–8, using content and contexts appropriate for grades 8–12.

**Standard VI. 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.**

<p><b>Teacher Knowledge: What Teachers Know</b></p>	<p><b>Application: What Teachers Can Do</b></p>
<p><i>Teachers of Students in Grades EC–4*</i></p>	<p><i>Teachers of Students in Grades EC–4*</i></p>
<p>The beginning teacher knows and understands:</p>	<p>The beginning teacher is able to:</p>
<p>6.1k that basic human needs are met in many ways;</p>	<p>6.1s apply higher-order thinking skills to locate, analyze, evaluate, interpret, organize, and use economic information acquired from a variety of primary and secondary sources, including electronic technology;</p>
<p>6.2k basic economic concepts, including goods and services, free enterprise, interdependence, needs and wants, scarcity, and the concept of an economic system;</p>	<p>6.2s understand and evaluate multiple points of view and frames of reference relating to economic content and issues;</p>
<p>6.3k the value and importance of work and how work and jobs relate to spending and saving money and meeting people’s needs;</p>	<p>6.3s analyze and evaluate the validity of information from primary and secondary sources for bias, propaganda, point of view, and frame of reference;</p>
<p>6.4k the roles of producers and consumers in the production of goods and services;</p>	<p>6.4s use various economic indicators to describe and measure levels of economic activity;</p>
<p>6.5k the purposes of spending and saving money;</p>	<p>6.5s 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;</p>
<p>6.6k how businesses operate in the U.S. free enterprise system;</p>	<p>6.6s create products (e.g., create a graph, make a video, deliver an oral presentation) to illustrate contemporary economic topics;</p>
<p>6.7k the basic economic patterns of early societies in Texas, the United States, and the Western Hemisphere;</p>	<p>6.7s evaluate economic-activity patterns using charts, tables, graphs, and maps;</p>
<p>6.8k the characteristics, benefits, and development of the free enterprise system in Texas and the United States;</p>	<p>6.8s use appropriate mathematical and statistical skills to interpret economic information;</p>
<p>6.9k patterns of work and economic activities in Texas and the United States and the means used to measure a society’s economic level; and</p>	<p>6.9s 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 economic issues;</p>
<p>6.10k the interdependence of the Texas economy with the United States and the world.</p>	
<p>*See 6.11k below.</p>	<p>*See 6.13s below.</p>

**Standard VI. 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.**

**Application: What Teachers Can Do**

*Teachers of Students in Grades EC–4 (continued)*

- 6.10s 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;
- 6.11s use decision-making processes to identify situations that require decisions, gather information, identify options, predict consequences, and take action to implement decisions; and
- 6.12s relate economic information and ideas to information and ideas in other social sciences and in other disciplines.

**Standard VI. 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.**

**Teacher Knowledge: What Teachers Know**

*Teachers of Students in Grades 4–8\*\**

The beginning teacher knows and understands:

- 6.11k all content specified for teachers in grades EC–4;
- 6.12k economic reasons for exploration and colonization;
- 6.13k the impact of supply and demand on consumers and producers in a free enterprise system;
- 6.14k various ways in which people organize economic systems;
- 6.15k significant economic events and issues and their effects in Texas, the United States, and the world;
- 6.16k similarities and differences among worldwide economic systems;
- 6.17k the role that factors of production play in a society’s economy;
- 6.18k categories of economic activities and the means used to measure a society’s economic level;
- 6.19k the factors that caused societies to change from agrarian to urban societies;
- 6.20k why various sections of the United States developed different patterns of economic activity;
- 6.21k how various economic forces resulted in the Industrial Revolution in the 18<sup>th</sup> and 19<sup>th</sup> centuries;
- 6.22k the processes of economic development;

\*\*See 6.25k below.

**Application: What Teachers Can Do**

*Teachers of Students in Grades 4–8\*\**

The beginning teacher is able to:

- 6.13s apply all skills specified for teachers in grades EC–4, using content and contexts appropriate for grades 4–8.

\*\*See 6.14k below.

**Standard VI. 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.**

**Teacher Knowledge: What Teachers Know**

*Teachers of Students in Grades 4–8 (continued)*

- 6.23k the characteristics, benefits, and development of the free enterprise system in the United States; and
- 6.24k patterns of work and economic activities in the United States and the means used to measure a society's economic level.

**Standard VI. 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.**

**Teacher Knowledge: What Teachers Know**

*Teachers of Students in Grades 8–12*

The beginning teacher knows and understands:

- 6.25k all content specified for teachers in grades EC–8;
- 6.26k the historical origins of contemporary economic systems;
- 6.27k the reasons for the locations of economic activities;
- 6.28k the influence of geographic factors on economic growth and the location and development of different economic systems;
- 6.29k the roles played by local, state, and national governments in both the public and private sectors of the U.S. free enterprise system;
- 6.30k the relationship between U.S. government policies and international trade;
- 6.31k the concepts of scarcity and opportunity costs;
- 6.32k the circular-flow model of the economy;
- 6.33k the interaction of supply, demand, and price;
- 6.34k the role of financial institutions in saving, investing, and borrowing;
- 6.35k types of business ownership and types of market structures;
- 6.36k traditional, command, and market economic systems; and
- 6.37k the basic concepts of consumer economics.

**Application: What Teachers Can Do**

*Teachers of Students in Grades 8–12*

The beginning teacher is able to:

- 6.14s apply all skills specified for teachers in grades EC–8, using content and contexts appropriate for grades 8–12; and
- 6.15s use economic models such as production-possibilities curves, circular-flow charts, and supply-and-demand graphs to analyze economic data.

**Standard VII. 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.**

<b>Teacher Knowledge: What Teachers Know</b>	<b>Application: What Teachers Can Do</b>
<p><i>Teachers of Students in Grades EC–4*</i></p>	<p><i>Teachers of Students in Grades EC–4*</i></p>
<p>The beginning teacher knows and understands:</p>	<p>The beginning teacher is able to:</p>
<p>7.1k the purpose of rules and laws; the relationship between rules, rights, and responsibilities; and the individual’s role in making and enforcing rules and ensuring the welfare of society;</p>	<p>7.1s apply higher-order thinking skills to locate, analyze, evaluate, interpret, organize, and use information about government acquired from a variety of primary and secondary sources, including electronic technology;</p>
<p>7.2k the roles of authority figures and public officials;</p>	<p>7.2s understand and evaluate multiple points of view and frames of reference relating to issues in government;</p>
<p>7.3k the basic structure and functions of local, state, and national governments and their relationships to each other;</p>	<p>7.3s analyze and evaluate the validity of information from primary and secondary sources for bias, propaganda, point of view, and frame of reference;</p>
<p>7.4k key principles and ideas of the U.S. and Texas Declarations of Independence, Constitutions, and other significant political documents;</p>	<p>7.4s 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;</p>
<p>7.5k relationships among significant political documents; and</p>	<p>7.5s create products (e.g., create a graph, make a video, deliver an oral presentation) to illustrate contemporary government topics;</p>
<p>7.6k how people organized governments during the early development of Texas and the United States.</p>	<p>7.6s evaluate government data using charts, tables, graphs, and maps;</p>
	<p>7.7s use appropriate skills to interpret social studies information such as maps and graphs;</p>
	<p>7.8s 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 government issues;</p>
	<p>7.9s 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;</p>
<p>*See 7.7k below.</p>	<p>*See 7.12s below.</p>

**Standard VII. 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.**

**Application: What Teachers Can Do**

*Teachers of Students in Grades EC–4 (continued)*

- 7.10s use decision-making processes to identify situations that require decisions, gather information, identify options, predict consequences, and take action to implement decisions; and
- 7.11s relate information and ideas in government to information and ideas in other social sciences and in other disciplines.

**Standard VII. 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.**

**Teacher Knowledge: What Teachers Know**

*Teachers of Students in Grades 4–8\*\**

The beginning teacher knows and understands:

- 7.7k all content specified for teachers in grades EC–4;
- 7.8k the structures and functions of the Texas government and the U.S. government;
- 7.9k the political process in the United States and Texas and how the U.S. political system works;
- 7.10k characteristics of limited governments, such as constitutional and democratic governments, and unlimited governments, such as totalitarian and nondemocratic governments;
- 7.11k alternative ways of organizing governments and the effectiveness of different types of government in meeting citizens’ needs;
- 7.12k the formal and informal process of changing the U.S. and Texas Constitutions and the impact of changes on society;
- 7.13k the nature of the relationships between local, state, and national governments in a federal system;
- 7.14k the impact of landmark Supreme Court cases; and
- 7.15k how people organized governments in colonial America.

\*\*See 7.16k below.

**Application: What Teachers Can Do**

*Teachers of Students in Grades 4–8\*\**

The beginning teacher is able to:

- 7.12s apply all skills specified for teachers in grades EC–4, using content and contexts appropriate for grades 4–8.

\*\* See 7.13s below.

**Standard VII. 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.**

**Teacher Knowledge: What Teachers Know**

*Teachers of Students in Grades 8–12*

The beginning teacher knows and understands:

- 7.16k all content specified for teachers in grades EC–8;
- 7.17k changes in the role of government over time, the changing relationships among the three branches of the U.S. government, and the relationship between state and national government;
- 7.18k the historical antecedents of contemporary political systems;
- 7.19k interactions between geographic features and processes and political divisions, relationships, and policies;
- 7.20k the processes for filling public offices in the U.S. and Texas systems of government;
- 7.21k the role of political parties and interest groups in local, state, and national government;
- 7.22k the similarities and differences that exist among the U.S. system of government and other political systems;
- 7.23k different styles of leadership;
- 7.24k how governments affect cultural values and provide for social control;
- 7.25k the role that government plays in the U.S. free enterprise system;
- 7.26k the policymaking process in Texas and the United States;
- 7.27k the impact of fiscal and monetary policy decisions; and
- 7.28k the goals of economic growth, stability, full employment, freedom, security, equity, and efficiency as they apply to U.S. economic policy.

**Application: What Teachers Can Do**

*Teachers of Students in Grades 8–12*

The beginning teacher is able to:

- 7.13s apply all skills specified for teachers in grades EC–8, using content and contexts appropriate for grades 8–12.

**Standard VIII. 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.**

<b>Teacher Knowledge: What Teachers Know</b>	<b>Application: What Teachers Can Do</b>
<p><i>Teachers of Students in Grades EC–4*</i></p>	<p><i>Teachers of Students in Grades EC–4*</i></p>
<p>The beginning teacher knows and understands:</p>	<p>The beginning teacher is able to:</p>
<p>8.1k important customs, symbols, and celebrations that represent American beliefs and principles and that contribute to national unity;</p>	<p>8.1s apply higher-order thinking skills to locate, analyze, evaluate, interpret, organize, and use information relating to citizenship issues acquired from a variety of primary and secondary sources, including electronic technology;</p>
<p>8.2k characteristics of good citizenship in the United States and other societies as exemplified by historic figures and ordinary people;</p>	<p>8.2s understand and evaluate multiple points of view and frames of reference relating to citizenship issues;</p>
<p>8.3k the impact of individual and group decisions on communities in a democratic society;</p>	<p>8.3s model and promote acceptance of various points of view;</p>
<p>8.4k the fundamental rights of American citizens guaranteed in the Bill of Rights and other amendments to the U.S. Constitution;</p>	<p>8.4s promote student participation in student government and in school and community activities;</p>
<p>8.5k the importance of the expression of different points of view in a democratic society;</p>	<p>8.5s 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;</p>
<p>8.6k the importance of voluntary individual participation in the democratic process; and</p>	<p>8.6s create products (e.g., create a graph, make a video, deliver an oral presentation) to illustrate contemporary citizenship topics;</p>
<p>8.7k the importance of effective leadership in a democratic society.</p>	<p>8.7s analyze and evaluate the validity of information from primary and secondary sources for bias, propaganda, point of view, and frame of reference;</p>
	<p>8.8s 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 citizenship issues;</p>
	<p>8.9s 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;</p>
<p>*See 8.8k below.</p>	<p>*See 8.13s below.</p>

**Standard VIII. 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.**

**Application: What Teachers Can Do**

*Teachers of Students in Grades EC–4 (continued)*

- 8.10s use decision-making processes to identify situations that require decisions, gather information, identify options, predict consequences, and take action to implement decisions;
- 8.11s apply skills for conflict resolution, including persuasion, compromise, debate, and negotiation; and
- 8.12s relate information and ideas about citizenship issues to information and ideas in various social sciences and in other disciplines.

**Standard VIII. 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.**

**Teacher Knowledge: What Teachers Know**

*Teachers of Students in Grades 4–8\*\**

The beginning teacher knows and understands:

- 8.8k all content specified for teachers in grades EC–4;
- 8.9k the relationship among individual rights, responsibilities, and freedoms in democratic societies;
- 8.10k that the nature, rights, and responsibilities of citizenship varies among societies; and
- 8.11k the rights and responsibilities of citizens in Texas and the United States, past and present.

\*\*See 8.12k below.

**Application: What Teachers Can Do**

*Teachers of Students in Grades 4–8\*\**

The beginning teacher is able to:

- 8.13s apply all skills specified for teachers in grades EC–4, using content and contexts appropriate for grades 4–8.

\*\*See 8.14s below.

**Standard VIII. 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.**

**Teacher Knowledge: What Teachers Know**

*Teachers of Students in Grades 8–12*

The beginning teacher knows and understands:

- 8.12k all content specified for teachers in grades EC–8;
- 8.13k efforts of individuals, groups, and governments to expand the democratic process in the U.S. and throughout the world;
- 8.14k the significance of political choices and decisions made by individuals, groups, and governments throughout history;
- 8.15k the historical development of significant legal and political concepts, including ideas about rights, republicanism, constitutionalism, and democracy;
- 8.16k how different points of view influence the development of public policies and decision-making processes on local, state, national, and international levels;
- 8.17k the difference between personal and civic responsibilities;
- 8.18k that individuals require knowledge of the dynamics of relationships between self and others to be contributing members of the community;
- 8.19k the rights and responsibilities of consumers, labor, and business in the U.S. free enterprise system;
- 8.20k the rights and limits on owning, using, and disposing of private property; and
- 8.21k how citizenship practices vary and shape the motivations and actions of individuals and groups around the world.

**Application: What Teachers Can Do**

*Teachers of Students in Grades 8–12*

The beginning teacher is able to:

- 8.14s apply all skills specified for teachers in grades EC–8, using content and contexts appropriate for grades 8–12.

**Standard IX. 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.**

<p><b>Teacher Knowledge: What Teachers Know</b></p>	<p><b>Application: What Teachers Can Do</b></p>
<p><i>Teachers of Students in Grades EC–4*</i></p>	<p><i>Teachers of Students in Grades EC–4*</i></p>
<p>The beginning teacher knows and understands:</p>	<p>The beginning teacher is able to:</p>
<p>9.1k similarities and differences among the ways various peoples at different times in history have lived and met basic human needs;</p>	<p>9.1s apply higher-order thinking skills to locate, analyze, evaluate, interpret, organize, and use information relating to culture acquired from a variety of primary and secondary sources, including electronic technology;</p>
<p>9.2k the development and use of various customs, traditions, and beliefs within families and cultures;</p>	<p>9.2s understand and evaluate multiple points of view and frames of reference relating to cultural issues;</p>
<p>9.3k the role of families in meeting basic human needs;</p>	<p>9.3s model and promote acceptance of various points of view;</p>
<p>9.4k the significance of works of art in the local community;</p>	<p>9.4s encourage student respect for cultural diversity;</p>
<p>9.5k how people use oral tradition, stories, music, paintings, and sculpture to create and represent culture;</p>	<p>9.5s analyze information by sequencing, categorizing, and identifying cause-and-effect relationships; comparing, contrasting, and finding the main idea; summarizing and making generalizations and predictions; and drawing inferences and conclusions;</p>
<p>9.6k ethnic and cultural celebrations of Texas and the United States and other nations;</p>	<p>9.6s create products (e.g., create a graph, make a video, deliver an oral presentation) to illustrate contemporary cultural topics;</p>
<p>9.7k the role of real and mythical heroes in shaping the culture of communities, the state, and the nation;</p>	<p>9.7s analyze and evaluate the validity of information from primary and secondary sources for bias, propaganda, point of view, and frame of reference;</p>
<p>9.8k the importance of writers and artists to the cultural heritage of communities;</p>	<p>9.8s evaluate cultural data using charts, tables, graphs, and maps;</p>
<p>9.9k the concept of culture and the processes of cultural diffusion and exchange;</p>	<p>9.9s 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 cultural issues;</p>
<p>9.10k the contributions of people of various racial, ethnic, and religious groups to Texas, the United States, and the world;</p>	<p>9.10s 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;</p>
<p>9.11k the effects of race, gender, and socioeconomic class on ways of life in the United States and throughout the world; and</p>	
<p>9.12k the various roles of men, women, children, and families in cultures past and present.</p> <p>*See 9.13k below.</p>	<p>*See 9.13s below.</p>

**Standard IX. 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.**

**Application: What Teachers Can Do**

*Teachers of Students in Grades EC–4 (continued)*

- 9.11s use decision-making processes to identify situations that require decisions, gather information, identify options, predict consequences, and take action to implement decisions; and
- 9.12s relate information and ideas about culture to information and ideas in various social sciences and in other disciplines.

**Standard IX. 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.**

**Teacher Knowledge: What Teachers Know**

*Teachers of Students in Grades 4–8\*\**

The beginning teacher knows and understands:

- 9.13k all content specified for teachers in grades EC–4;
- 9.14k the relationship between the arts and the times during which works of art were created;
- 9.15k the similarities, differences, and relationships within and among cultures in different societies;
- 9.16k that certain institutions are basic to all societies, but characteristics of these institutions may vary from one society to another;
- 9.17k relationships that exist among world cultures;
- 9.18k the relationship that exists between artistic, creative, and literary expressions and the societies that produce them;
- 9.19k the relationships among religion, philosophy, and culture;
- 9.20k the concept of diversity within unity;
- 9.21k the relationships between and among people from various groups, including racial, ethnic, and religious groups, in the United States and throughout the world;
- 9.22k major U.S. reform movements of the 19<sup>th</sup> century;
- 9.23k the impact of religion on the way of life in the United States and throughout the world;
- 9.24k how the self develops and the consequences of that development; and
- 9.25k the dynamic relationship between self and one’s social context.

\*\*See 9.26k below.

**Application: What Teachers Can Do**

*Teachers of Students in Grades 4–8\*\**

The beginning teacher is able to:

- 9.13s apply all skills specified for teachers in grades EC–4, using content and contexts appropriate for grades 4–8.

\*\*See 9.14s below.

**Standard IX. 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.**

**Teacher Knowledge: What Teachers Know**

*Teachers of Students in Grades 8–12*

The beginning teacher knows and understands:

- 9.26k all content specified for teachers in grades EC–8;
- 9.27k how people from various groups, including racial, ethnic, and religious groups, adapt to life and contribute to national identity in the United States and in other countries;
- 9.28k the history and impact of major religious and philosophical traditions;
- 9.29k how the components of culture affect the way people live and shape the characteristics of regions;
- 9.30k the distribution, patterns, and characteristics of different cultures;
- 9.31k the ways in which cultures change and maintain continuity;
- 9.32k the relationship between government policies and the culture of the United States;
- 9.33k how socialization, norms, values, motivation, and communication influence relationships among groups;
- 9.34k how people develop social institutions to meet basic needs in a society;
- 9.35k the effect of societal values on a nation’s economy and the impact of a nation’s culture on its economic development;
- 9.36k behavioral, social, cognitive, and personality development perspectives of human learning; and
- 9.37k the role of culture in forming the foundation and orienting framework for individual and social behavior.

**Application: What Teachers Can Do**

*Teachers of Students in Grades 8–12*

The beginning teacher is able to:

- 9.14s apply all skills specified for teachers in grades EC–8, using content and contexts appropriate for grades 8–12.

**Standard X. 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.**

**Teacher Knowledge: What Teachers Know**

*Teachers of Students in Grades EC–4\**

The beginning teacher knows and understands:

- 10.1k ways science and technology are used in the home, school, and community;
- 10.2k the impact of scientific discoveries and technological innovations on political, economic, social, and environmental developments and on daily life in Texas, the United States, and the world;
- 10.3k the origins, diffusion, and effects of major scientific, mathematical, and technological discoveries throughout history; and
- 10.4k the relationship of changes in technology to personal growth and development.

\*See 10.5k below.

**Application: What Teachers Can Do**

*Teachers of Students in Grades EC–4\**

The beginning teacher is able to:

- 10.1s apply higher-order thinking skills to locate, analyze, evaluate, interpret, organize, and use information relating to science, technology, and society acquired from a variety of primary and secondary sources, including electronic technology;
- 10.2s understand and evaluate multiple points of view and frames of reference relating to issues involving science, technology, and society;
- 10.3s analyze and evaluate the validity of information from primary and secondary sources for bias, propaganda, point of view, and frame of reference;
- 10.4s analyze information by sequencing, categorizing, and identifying cause-and-effect relationships; comparing, contrasting, and finding the main idea; summarizing and making generalizations and predictions; and drawing inferences and conclusions;
- 10.5s use critical methods of inquiry to create products (e.g., create a graph, make a video, deliver an oral presentation) to illustrate contemporary topics related to science, technology, and society;
- 10.6s use appropriate mathematical skills to interpret information about issues related to science, technology, and society;
- 10.7s 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 science, technology, and society issues;
- 10.8s 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;

\*See 10.11s below.

**Standard X. 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.**

**Application: What Teachers Can Do**

*Teachers of Students in Grades EC–4 (continued)*

- 10.9s use decision-making processes to identify situations that require decisions, gather information, identify options, predict consequences, and take action to implement decisions; and
- 10.10s relate information and ideas about science, technology, and society to information and ideas in various social sciences and in other disciplines.

**Standard X. 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.**

**Teacher Knowledge: What Teachers Know**

*Teachers of Students in Grades 4–8\*\**

The beginning teacher knows and understands:

- 10.5k all content specified for teachers in grades EC–4;
- 10.6k the relationships among science and technology, and political, economic, social, and cultural issues and events;
- 10.7k connections between major developments in science and technology and the growth of economies and societies;
- 10.8k the impact of technology and human modifications on the physical environment;
- 10.9k how technology affects definitions of, access to, and use of physical and human resources; and
- 10.10k the economic effects of scientific discoveries and technological innovations on households, businesses, and government.

\*\*See 10.11k below.

**Application: What Teachers Can Do**

*Teachers of Students in Grades 4–8\*\**

The beginning teacher is able to:

- 10.11s apply all skills specified for teachers in grades EC–4, using content and contexts appropriate for grades 4–8.

\*\*See 10.12s below.

**Standard X. 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.**

**Teacher Knowledge: What Teachers Know**

*Teachers of Students in Grades 8–12*

The beginning teacher knows and understands:

- 10.11k all content specified for teachers in grades EC–8;
- 10.12k how government and the private sector influence scientific discoveries and technological innovations;
- 10.13k how changes in science and technology affect moral and ethical issues; and
- 10.14k the implications of technology for the collection, storage, and use of social science data.

**Application: What Teachers Can Do**

*Teachers of Students in Grades 8–12*

The beginning teacher is able to:

- 10.12s apply all skills specified for teachers in grades EC–8, using content and contexts appropriate for grades 8–12