

# **Social Studies Generalist EC–6 Standards**

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**SOCIAL STUDIES GENERALIST EC–6 STANDARDS**

- Standard I.** The social studies teacher has a comprehensive knowledge of the social sciences and recognizes the value of the social sciences in society and the world.
- 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 multiple historical interpretations and ideas, 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.

**Social Studies Generalist EC–6 Standards**

**Standard I.** The social studies teacher has a comprehensive knowledge of the social sciences and recognizes the value of the social sciences in society and the world.

**Teacher Knowledge: What Teachers Know**

**Teachers of Students in Grades EC–6**

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 studies 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 EC–6**

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 studies 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 studies resources and standard research methodologies, and evaluate the reliability of this information;
- 1.6s promote students' use of social studies skills and research tools, including technological tools; and
- 1.7s use social studies terminology correctly.

**Social Studies Generalist EC–6 Standards**

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

**Teacher Knowledge: What Teachers Know**

**Teachers of Students in Grades EC–6**

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 social studies 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 EC–6**

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.

**Social Studies Generalist EC–6 Standards**

**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.

**Teacher Knowledge: What Teachers Know**

**Teachers of Students in Grades EC–6**

The beginning teacher knows and understands:

- 3.1k stages and characteristics of child growth and development and their implications for designing and implementing effective learning experiences in the social sciences;
- 3.2k forms of assessment appropriate for evaluating students’ progress and needs in the social sciences;
- 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);
- 3.4k strategies that students with diverse strengths, needs, and backgrounds can use to determine word meaning in content-related texts;
- 3.5k strategies that students with diverse strengths, needs, and backgrounds can use to develop content-area vocabulary;
- 3.6k strategies that students with diverse strengths, needs, and backgrounds can use to facilitate comprehension before, during, and after reading content-related texts;
- 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
- 3.8k the appropriate use of electronic technology as a tool for learning and communicating social studies concepts.

**Application: What Teachers Can Do**

**Teachers of Students in Grades EC–6**

The beginning teacher is able to:

- 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;
- 3.2s plan and implement developmentally appropriate learning experiences in the social sciences;
- 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;
- 3.4s teach students how to locate, retrieve, and retain content-related information from a range of texts and technologies;
- 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;
- 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
- 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).

**Social Studies Generalist EC–6 Standards**

**Standard IV. History:** The social studies teacher applies knowledge of significant historical events and developments, as well as multiple historical interpretations and ideas, to facilitate student understanding of relationships between the past, the present, and the future.

**Teacher Knowledge: What Teachers Know**

**Teachers of Students in Grades EC–6**

The beginning teacher knows and understands:

- 4.1k traditional historical points of reference in the history of Texas, the United States, and the world;
- 4.2k the historical significance of customs, holidays, landmarks, and celebrations in the community, state, and nation;
- 4.3k the concept of chronology and how it is used to understand history and historical events;
- 4.4k how various sources provide information about the past;
- 4.5k the individuals, events, and issues that shaped the history of Texas;
- 4.6k the causes and effects of European exploration and colonization of Texas, the United States, and the Western Hemisphere;
- 4.7k the similarities and differences of Native-American groups in Texas and the Western Hemisphere before European colonization;
- 4.8k common characteristics of communities, past and present;
- 4.9k the impact of science and technology on the development of societies;
- 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;
- 4.11k how characteristics of contemporary world societies have resulted from historical events such as invasion, conquests, colonization, other conflicts, immigration, and trade;

**Application: What Teachers Can Do**

**Teachers of Students in Grades EC–6**

The beginning teacher is able to:

- 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;
- 4.2s analyze and evaluate the validity of information in relation to bias, propaganda, point of view, and frame of reference;
- 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;
- 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;
- 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;
- 4.6s use appropriate skills to interpret social studies information such as maps and graphs;
- 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;
- 4.8s communicate historical information and ideas in written, oral, and visual forms;

**Social Studies Generalist EC–6 Standards**

**Standard IV. History:** The social studies teacher applies knowledge of significant historical events and developments, as well as multiple historical interpretations and ideas, to facilitate student understanding of relationships between the past, the present, and the future.

**Teacher Knowledge: What Teachers Know**

**Teachers of Students in Grades EC–6 (continued)**

The beginning teacher knows and understands:

- 4.12k how individuals, events, and issues shaped the history of Texas, the United States, and the world;
- 4.13k the foundations of representative government in the United States and the significant political and economic issues of the revolutionary era;
- 4.14k the challenges confronted by the U.S. government and its leaders in the early years of the republic;
- 4.15k westward expansion and its effects on the political, economic, and social development of the nation;
- 4.16k how political, economic, and social factors led to the growth of sectionalism and the Civil War;
- 4.17k individuals, issues, and events of the Civil War and the effects of Reconstruction on the political, economic, and social life of the nation; and
- 4.18k important issues, events, and individuals of the 20th and 21st century in the United States and the world.

**Application: What Teachers Can Do**

**Teachers of Students in Grades EC–6 (continued)**

The beginning teacher is able to:

- 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, information gathering, identification of options, prediction of consequences, and action to implement decisions; and
- 4.11s relate historical information and ideas to information and ideas in other social sciences and in other disciplines.

**Social Studies Generalist EC–6 Standards**

**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 EC–6**

The beginning teacher knows and understands:

- 5.1k the concept of region as an area of Earth’s surface with unifying geographic characteristics;
- 5.2k the locations and characteristics of places and regions in Texas, the United States, and the world;
- 5.3k how humans adapt to, use, and modify the physical environment;
- 5.4k how physical characteristics of places and regions and human modifications to the environment affect people’s activities and settlement patterns;
- 5.5k how location (absolute and relative) affects people, places, and environment;
- 5.6k the concepts of location, distance, grid systems, and direction on maps and globes;
- 5.7k the patterns, processes, and locations of major historical and contemporary societies and regions of Texas, the United States, and the world;
- 5.8k physical processes and their effects on patterns in the environment;
- 5.9k the characteristics, distribution, and migration of populations in Texas, the United States, and the world;
- 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;

**Application: What Teachers Can Do**

**Teachers of Students in Grades EC–6**

The beginning teacher is able to:

- 5.1s communicate geographic information and ideas in written, oral, and visual forms;
- 5.2s evaluate multiple points of view and frames of reference relating to geographic phenomena;
- 5.3s use geographic tools such as maps, globes, graphs, charts, models, and technology to pose and answer geographic questions;
- 5.4s use historical, geographic, and statistical information from a variety of sources such as technology, field interviews, media services, and questionnaires to answer geographic questions and infer geographic relationships;
- 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;
- 5.6s construct and interpret maps to answer geographic questions, infer geographic relationships, and analyze geographic change;
- 5.7s apply basic mathematical and statistical concepts and analytical methods to analyze geographic data using appropriate technology;
- 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;

**Social Studies Generalist EC–6 Standards**

**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 EC–6 (continued)**

The beginning teacher knows and understands:

- 5.11k how geographic factors influence the economic development, political relationships, and policies of societies; and
- 5.12k the impact of interactions between people and the physical environment on the development of places and regions.

**Application: What Teachers Can Do**

**Teachers of Students in Grades EC–6 (continued)**

The beginning teacher is able to:

- 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;
- 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, information gathering, identification of options, prediction of consequences, and action to implement decisions; and
- 5.14s relate geographic information and ideas to information and ideas in other social sciences and in other disciplines.

**Social Studies Generalist EC–6 Standards**

**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 EC–6**

The beginning teacher knows and understands:

- 6.1k that basic human needs are met in many ways;
- 6.2k basic economic concepts, including goods and services, free enterprise, diffusion, interdependence, needs and wants, scarcity, and the concept of an economic system;
- 6.3k the value and importance of work and how work and jobs relate to spending and saving money and meeting people’s needs;
- 6.4k the roles of producers and consumers in the production of goods and services;
- 6.5k the purposes of spending, saving, and budgeting money;
- 6.6k how businesses operate in the U.S. free enterprise system;
- 6.7k the basic economic patterns of early societies in Texas, the United States, and the Western Hemisphere;
- 6.8k the characteristics, benefits, and development of the free enterprise system in Texas and the United States;
- 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;
- 6.10k the interdependence of the Texas economy with the United States and the world;
- 6.11k economic reasons for exploration and colonization;

**Application: What Teachers Can Do**

**Teachers of Students in Grades EC–6**

The beginning teacher is able to:

- 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;
- 6.2s understand and evaluate multiple points of view and frames of reference relating to economic content and issues;
- 6.3s analyze and evaluate the validity of information from primary and secondary sources for bias, propaganda, point of view, and frame of reference;
- 6.4s use various economic indicators to describe and measure levels of economic activity;
- 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;
- 6.6s create products (e.g., create a graph, make a video, deliver an oral presentation, or technology deliverable) to illustrate contemporary economic topics;
- 6.7s evaluate economic-activity patterns using charts, tables, graphs, and maps;
- 6.8s use appropriate mathematical and statistical skills to interpret economic information;

**Social Studies Generalist EC–6 Standards**

**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 EC-6 (continued)**

The beginning teacher knows and understands:

- 6.12k the impact of supply and demand on consumers and producers in a free enterprise system;
- 6.13k various ways in which people organize economic systems;
- 6.14k significant economic events and issues and their effects in Texas, the United States, and the world;
- 6.15k similarities and differences among worldwide economic systems;
- 6.16k the role that components of production play in a society's economy;
- 6.17k categories of economic activities and the means used to measure a society's economic level;
- 6.18k the factors that caused societies to change from agrarian to urban societies;
- 6.19k why various sections of the United States developed different patterns of economic activity;
- 6.20k how various economic forces resulted in the Industrial Revolution in the 18th and 19th centuries;
- 6.21k the processes of economic development;
- 6.22k the characteristics, benefits, and development of the free enterprise system in the United States; and
- 6.23k patterns of work and economic activities in the United States and the means used to measure a society's economic level.

**Application: What Teachers Can Do**

**Teachers of Students in Grades EC–6 (continued)**

The beginning teacher is able to:

- 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;
- 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, information gathering, identification of options, prediction of consequences, and action to implement decisions; and
- 6.12s relate economic information and ideas to information and ideas in other social sciences and in other disciplines.

**Social Studies Generalist EC–6 Standards**

**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 EC–6**

The beginning teacher knows and understands:

- 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;
- 7.2k the roles of authority figures and public officials;
- 7.3k the basic structure and functions of local, state, and national governments and their relationships to each other;
- 7.4k key principles and ideas of the U.S. and Texas Declarations of Independence, Constitutions, and other significant political documents;
- 7.5k relationships among significant political documents;
- 7.6k how people organized governments during the early development of Texas and the United States;
- 7.7k the political process in the United States and Texas and how the U.S. political system works;
- 7.8k characteristics of limited governments, such as constitutional and democratic governments, and unlimited governments, such as totalitarian and nondemocratic governments;
- 7.9k alternative ways of organizing governments and the effectiveness of different types of government in meeting citizens’ needs;
- 7.10k the formal and informal process of changing the U.S. and Texas Constitutions and the impact of changes on society;

**Application: What Teachers Can Do**

**Teachers of Students in Grades EC–6**

The beginning teacher is able to:

- 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;
- 7.2s understand and evaluate multiple points of view and frames of reference relating to issues in government;
- 7.3s analyze and evaluate the validity of information from primary and secondary sources for bias, propaganda, point of view, and frame of reference;
- 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;
- 7.5s create products (e.g., create a graph, make a video, deliver an oral presentation, or technology deliverable) to illustrate contemporary government topics;
- 7.6s evaluate government data using charts, tables, graphs, and maps;
- 7.7s use appropriate skills to interpret social studies information such as maps and graphs;
- 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;

**Social Studies Generalist EC–6 Standards**

**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.

**Knowledge: What Teachers Know**

**Teachers of Students in Grades EC-6 (continued)**

The beginning teacher knows and understands:

- 7.11k the nature of the relationships between local, state, and national governments in a federal system;
- 7.12k the impact of landmark Supreme Court cases; and
- 7.13k how people organized governments in colonial America.

**Application: What Teachers Can Do**

**Teachers of Students in Grades EC–6 (continued)**

The beginning teacher is able to:

- 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;
- 7.10s use decision-making processes to identify situations that require decisions, information gathering, identification of options, prediction of consequences, and 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.

**Social Studies Generalist EC–6 Standards**

**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 EC–6**

The beginning teacher knows and understands:

- 8.1k important customs, symbols, and celebrations that represent American beliefs and principles and that contribute to national unity;
- 8.2k characteristics of good citizenship in the United States and other societies as exemplified by historic figures and ordinary people;
- 8.3k the impact of individual and group decisions on communities in a democratic society;
- 8.4k the fundamental rights of American citizens guaranteed in the Bill of Rights and other amendments to the U.S. Constitution;
- 8.5k the importance of the expression of different points of view in a democratic society;
- 8.6k the importance of voluntary individual participation in the democratic process;
- 8.7k the importance of effective leadership in a democratic society;
- 8.8k the relationship among individual rights, responsibilities, and freedoms in democratic societies;
- 8.9k that the nature, rights, and responsibilities of citizenship varies among societies; and
- 8.10k the rights and responsibilities of citizens in Texas and the United States, past and present.

**Application: What Teachers Can Do**

**Teachers of Students in Grades EC–6**

The beginning teacher is able to:

- 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;
- 8.2s understand and evaluate multiple points of view and frames of reference relating to citizenship issues;
- 8.3s model and promote acceptance of various points of view;
- 8.4s promote student participation in student government and in school and community activities;
- 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;
- 8.6s create products (e.g., create a graph, make a video, deliver an oral presentation, or technology deliverable) to illustrate contemporary citizenship topics;
- 8.7s analyze and evaluate the validity of information from primary and secondary sources for bias, propaganda, point of view, and frame of reference;
- 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;

**Social Studies Generalist EC–6 Standards**

**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–6 (continued)***

The beginning teacher is able to:

- 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;
- 8.10s use decision-making processes to identify situations that require decisions, information gathering, identification of options, prediction of consequences, and action to implement decisions; and
- 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.

**Social Studies Generalist EC–6 Standards**

**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 EC–6**

The beginning teacher knows and understands:

- 9.1k similarities and differences among the ways various peoples at different times in history have lived and met basic human needs;
- 9.2k the development and use of various customs, traditions, and beliefs within families and cultures;
- 9.3k the role of families in meeting basic human needs;
- 9.4k the significance of works of art in the local community;
- 9.5k how people use oral tradition, stories, music, paintings, and sculpture to create and represent culture;
- 9.6k ethnic and cultural celebrations of Texas, the United States, and other nations;
- 9.7k the role of real and mythical heroes in shaping the culture of communities, the state, and the nation;
- 9.8k the importance of writers and artists to the cultural heritage of communities;
- 9.9k the concept of culture and the processes of cultural diffusion and exchange;
- 9.10k the contributions of people of various racial, ethnic, and religious groups to Texas, the United States, and the world;
- 9.11k the effects of race, gender, and socioeconomic class on ways of life in the United States and throughout the world;

**Application: What Teachers Can Do**

**Teachers of Students in Grades EC–6**

The beginning teacher is able to:

- 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;
- 9.2s understand and evaluate multiple points of view and frames of reference relating to cultural issues;
- 9.3s model and promote acceptance of various points of view;
- 9.4s encourage student respect for cultural diversity;
- 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;
- 9.6s create products (e.g., create a graph, make a video, deliver an oral presentation, or technology deliverable) to illustrate contemporary cultural topics;
- 9.7s analyze and evaluate the validity of information from primary and secondary sources for bias, propaganda, point of view, and frame of reference;
- 9.8s evaluate cultural data using charts, tables, graphs, and maps;

**Social Studies Generalist EC–6 Standards**

**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 EC–6 (continued)**

The beginning teacher knows and understands:

- 9.12k the various roles of men, women, children, and families in cultures past and present;
- 9.13k the relationship between the arts and the times during which works of art were created;
- 9.14k the similarities, differences, and relationships within and among cultures in different societies;
- 9.15k that certain institutions are basic to all societies, but characteristics of these institutions may vary from one society to another;
- 9.16k relationships that exist among world cultures;
- 9.17k the relationship that exists between artistic, creative, and literary expressions and the societies that produce them;
- 9.18k the relationships among religion, philosophy, and culture;
- 9.19k the concept of diversity within unity;
- 9.20k the relationships between and among people from various groups, including racial, ethnic, and religious groups, in the United States and throughout the world; and
- 9.21k major U.S. reform movements of the 19th and 20th centuries.

**Application: What Teachers Can Do**

**Teachers of Students in Grades EC–6 (continued)**

The beginning teacher is able to:

- 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;
- 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;
- 9.11s use decision-making processes to identify situations that require decisions, information gathering, identification of options, prediction of consequences, and 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.

**Social Studies Generalist EC–6 Standards**

**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–6**

The beginning teacher knows and understands:

- 10.1k ways science and technology are used in the home, school, community, Texas, the United States, and the World;
- 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;
- 10.4k the relationship of changes in technology to personal growth and development;
- 10.5k the relationships among science and technology, and political, economic, social, and cultural issues and events;
- 10.6k connections between major developments in science and technology and the growth of economies and societies;
- 10.7k the impact of technology and human modifications on the physical environment;
- 10.8k how technology affects definitions of, access to, and use of physical and human resources; and
- 10.9k the economic effects of scientific discoveries and technological innovations on households, businesses, and government.

**Application: What Teachers Can Do**

**Teachers of Students in Grades EC–6**

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, or technology deliverable) 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;

**Social Studies Generalist EC–6 Standards**

**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–6 (continued)***

The beginning teacher is able to:

- 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;
- 10.9s use decision-making processes to identify situations that require decisions, information gathering, identification of options, prediction of consequences, and 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.