

Texas Educator Certification Examination Program

Field 813: Core EC–6 Social Studies

Examination Framework

August 2025

Domain	Range of Competencies
III. Social Studies	001–005

**813: CORE EC–6 SOCIAL STUDIES
EXAMINATION FRAMEWORK**

DOMAIN III—SOCIAL STUDIES

Competency 001 (History and Culture): *Apply knowledge of evidence-based and research-based instructional practices, strategies, and activities for developing students' understanding of communities, groups, significant historical figures, events, and developments in Texas, the United States, and the world and relationships between the past, present, and future, as described in the Texas Prekindergarten Guidelines and the Texas Essential Knowledge and Skills (TEKS) for Social Studies (Kindergarten through Grade 6).*

For example:

- A. Demonstrate knowledge of how to promote students' understanding of similarities and differences among individuals and groups through specific characteristics and societal influences; identifying beliefs, customs, languages, and traditions of various communities; and describing characteristics of communities, why communities are formed, and the various ways that communities meet their members' needs.
- B. Demonstrate knowledge of how to promote students' understanding of customs, holidays, traditions, and community, state, and national landmarks; how historical events and ideas have changed, shaped, and contributed to the expansion and creation of communities; and the relationship between time periods and the arts created in various societies.
- C. Demonstrate knowledge of how to promote students' understanding of time-related concepts, such as timelines, chronology, calendar time, and the designation of time periods (e.g., historical, present); comparing and connecting events, time, and routines; and utilizing various sources that accurately represent the backgrounds of local and state student populations to gather information about the present and the past.
- D. Demonstrate knowledge of how to promote students' understanding of the importance of contemporary and historical figures of the twentieth and twenty-first centuries, including those who did heroic deeds and contributed to their community, state, and nation; the influences of individuals and groups from various cultures on historical and contemporary societies; and the technological contributions of various individuals and groups of the past and present and how they affected life in various communities.
- E. Demonstrate knowledge of how to promote students' understanding of American Indian groups in Texas and North America before European exploration; the impacts of European exploration and colonization; the effects of the Mexican War of Independence and the Mexican–American War on the development of Texas; and the importance of the history of Texas, including the Texas Revolution, the Republic of Texas, and the annexation of Texas to the United States.
- F. Demonstrate knowledge of how to promote students' understanding of how conflict between the American colonies and Great Britain led to American independence and the development of the Articles of Confederation and the United States Constitution.
- G. Demonstrate knowledge of how to promote students' understanding of the importance of changes in political, economic, and social policies and practices during the nineteenth, twentieth, and twenty-first centuries in Texas, the United States, and the world and of how historical events influence contemporary events.
- H. Apply knowledge of how to use and interpret the results of formative and summative assessments to understand students' thinking, identify strengths and progress toward mastery, and identify and respond to gaps in knowledge and understanding related to the history and cultures of Texas, the United States, and the world.
- I. Apply knowledge of key factors to consider in planning and delivering differentiated and explicit instruction, scaffolding, interventions, and flexible grouping to address the assessed strengths and needs of all students in history and culture.

**813: CORE EC–6 SOCIAL STUDIES
EXAMINATION FRAMEWORK**

Competency 002 (Geography and Culture): *Apply knowledge of evidence-based and research-based instructional practices, strategies, and activities for developing students' understanding of using geographic tools and of geographic relationships involving people of various cultures, places, and environments in Texas, the United States, and the world, as described in the Texas Prekindergarten Guidelines and the Texas Essential Knowledge and Skills (TEKS) for Social Studies (Kindergarten through Grade 6).*

For example:

- A. Demonstrate knowledge of how to promote students' understanding of geographic features, such as landforms, bodies of water, and continents; cardinal directions and relative location of self and objects; and using maps, globes, and map features to locate key locations and places of significance in Texas, the United States, and the world.
- B. Demonstrate knowledge of how to promote students' understanding of how weather patterns, natural resources, and natural hazards affect human activities and settlements; human processes and modifications of the physical environment and their consequences; geographic patterns that result from physical environmental processes; and factors that influence the locations of contemporary societies.
- C. Demonstrate knowledge of how to promote students' understanding of similarities and differences of regions within Texas, the United States, and the world; how the location and patterns of settlements have been influenced by geographic patterns; the human characteristics of various regions (e.g., architecture, population density, infrastructure); and how people adapt to and modify their environment.
- D. Demonstrate knowledge of how to promote students' understanding of using various geographic tools to collect, analyze, and interpret data; using geographic tools to answer questions and determine absolute location; locating places on maps and globes; and creating and interpreting maps using scale, cardinal directions, grids, symbols, and legends.
- E. Demonstrate knowledge of how to promote students' understanding of the various ways of earning a living based on location and resources and of the geographic factors that influence the economic development, political relationships, and policies of societies.
- F. Demonstrate knowledge of how to promote students' understanding of the similarities and differences within and among cultures in various world societies (e.g., government and economic institutions; the relationship between philosophical ideas and culture).
- G. Apply knowledge of how to use and interpret the results of formative and summative assessments to understand students' thinking, identify strengths and progress toward mastery, and identify and respond to gaps in knowledge and understanding related to geography and culture.
- H. Apply knowledge of key factors to consider in planning and delivering differentiated and explicit instruction, scaffolding, interventions, and flexible grouping to address the assessed strengths and needs of all students in geography and culture.

813: CORE EC–6 SOCIAL STUDIES EXAMINATION FRAMEWORK

Competency 003 (Economics): *Apply knowledge of evidence-based and research-based instructional practices, strategies, and activities for developing students' understanding of concepts related to meeting basic human needs, consumerism, business operations and finance, and personal economic decision making, as described in the Texas Prekindergarten Guidelines and the Texas Essential Knowledge and Skills (TEKS) for Social Studies (Kindergarten through Grade 6).*

For example:

- A. Demonstrate knowledge of how to promote students' understanding of basic human needs and the similarities and differences in the ways that various people meet them; basic economic concepts, such as wants and needs, goods and services, and supply and demand; and how basic economic concepts relate to the free enterprise system.
- B. Demonstrate knowledge of how to promote students' understanding of economic interdependence, consumers and producers, distribution and consumption, scarcity, resources, trade, and the free market and of the interdependence of the economies of Texas, the United States, and the world.
- C. Demonstrate knowledge of how to promote students' understanding of concepts related to business operations, such as profit, salary, taxes, and gross and net income; the significance of labor and skills in business endeavors; and the role of entrepreneurs in the local, state, and global economy.
- D. Demonstrate knowledge of how to promote students' understanding of financial institutions, the roles of borrowers and lenders, and the concept of interest and its real-world applications and of various methods to pay for postsecondary education (e.g., grants, scholarships, savings, student loans).
- E. Demonstrate knowledge of how to promote students' understanding of personal finance, including spending habits, saving strategies, budgeting skills, differentiating between personal net and gross income, managing allowance, charitable giving, and the difference between money as income and as gifts.
- F. Demonstrate knowledge of how to promote students' understanding of personal and business finance, including checks, credit, debit, deposits, withdrawals, transfers, credit history, credit reports, and financial records.
- G. Apply knowledge of how to use and interpret the results of formative and summative assessments to understand students' thinking, identify strengths and progress toward mastery, and identify and respond to gaps in knowledge related to economics.
- H. Apply knowledge of key factors to consider in planning and delivering differentiated and explicit instruction, scaffolding, interventions, and flexible grouping to address the assessed strengths and needs of all students in economics.

Competency 004 (Government, Citizenship, and Culture): *Apply knowledge of evidence-based and research-based instructional practices, strategies, and activities for developing students' understanding of concepts of government, democracy, and citizenship within various cultures, including ways that individuals and groups achieve their goals through political systems, as described in the Texas Prekindergarten Guidelines and the Texas Essential Knowledge and Skills (TEKS) for Social Studies (Kindergarten through Grade 6).*

For example:

- A. Demonstrate knowledge of how to promote students' understanding of the roles and responsibilities of members of families, schools, and communities; voting as a method for group decision making and as part of the democratic process; the purpose and importance of rules; the roles of public officials, authority figures, and good citizens at the local, state, and national levels; and the impact of individual and group decisions on communities.

**813: CORE EC–6 SOCIAL STUDIES
EXAMINATION FRAMEWORK**

- B. Demonstrate knowledge of how to promote students' understanding of the significance of local, national, and global symbols, as well as customs, traditions, and landmarks that represent American beliefs and principles and contribute to national identity, and of the importance of patriotism and democratic values.
- C. Demonstrate knowledge of how to promote students' understanding of historical and contemporary figures exemplifying the characteristics of good citizenship, and the role of heroes in shaping the culture of communities, the state, and the nation.
- D. Demonstrate knowledge of how to promote students' understanding of the functions of government, such as establishing order, providing security, and managing conflict; governmental services, such as police, fire, libraries, schools, and parks, and how they are funded by taxes; how government was organized during colonial America and the early development of Texas; and the similarities and differences of characteristics of institutions across societies.
- E. Demonstrate knowledge of how to promote students' understanding of the basic structure and functions of local, state, and national governments; how governments are chosen, how they are financed, and the services they provide; limited and unlimited governments and the consent of the governed; the importance of effective leadership in a constitutional republic; and the relationships among individual rights, responsibilities, duties, and freedoms in societies with representative governments.
- F. Demonstrate knowledge of how to promote students' understanding of the significance of historical documents of Texas and the United States; important ideas and fundamental rights guaranteed by the Declaration of Independence, the United States Constitution, and the Bill of Rights; and the framework of government created by the United States Constitution of 1787.
- G. Apply knowledge of how to use and interpret the results of formative and summative assessments to understand students' thinking, identify strengths and progress toward mastery, and identify and respond to gaps in knowledge and understanding related to government, citizenship, and culture.
- H. Apply knowledge of key factors to consider in planning and delivering differentiated and explicit instruction, scaffolding, interventions, and flexible grouping to address the assessed strengths and needs of all students in government, citizenship, and culture.

Competency 005 (Science, Technology, and Society and Social Studies Skills): *Apply knowledge of evidence-based and research-based instructional practices, strategies, and activities for developing students' understanding of how technology is created and used and affects people's lives; organizing and using information acquired from a variety of valid sources, including digital sources; and communicating in oral and visual forms, as described in the Texas Prekindergarten Guidelines and the Texas Essential Knowledge and Skills (TEKS) for Social Studies (Kindergarten through Grade 6).*

For example:

- A. Demonstrate knowledge of how to promote students' understanding of how science and technology affect daily life in societies in Texas, the United States, and the world, including communication, transportation, and recreation; how technology meets needs; and how life would be different without modern technology.
- B. Demonstrate knowledge of how to promote students' understanding of gathering, sequencing, and categorizing information; identifying and stating facts based on relevant evidence; and identifying how historical sources and artifacts can be used to study the past.
- C. Demonstrate knowledge of how to promote students' understanding of the procedure for and importance of obtaining information from valid historical and contemporary sources, and of applying critical-thinking skills to sequence, organize, and use information acquired from valid sources through various research methodologies, including technology.

**813: CORE EC–6 SOCIAL STUDIES
EXAMINATION FRAMEWORK**

- D. Demonstrate knowledge of how to promote students' understanding of differentiating and comparing the information in primary and secondary sources; identifying the central claim in a primary or secondary source; and identifying and asking questions about the credibility of different sources.
- E. Demonstrate knowledge of how to promote students' understanding of developing and communicating a claim and supporting evidence visually, orally, or in writing related to a social studies topic.
- F. Demonstrate knowledge of how to promote students' understanding of applying and practicing classroom rules and procedures to listen and respond respectfully; using foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives; and using democratic processes (e.g., voting, due process) to simulate decision making.
- G. Demonstrate knowledge of how to promote students' understanding of expressing and interpreting visual, oral, and written ideas and of communicating ideas and concepts effectively using correct grammar.
- H. Demonstrate knowledge of how to promote students' understanding of using problem-solving and decision-making skills to work independently and with others to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.
- I. Apply knowledge of how to use and interpret the results of formative and summative assessments to understand students' thinking, identify strengths and progress toward mastery, and identify and respond to gaps in knowledge and understanding related to science, technology, and society and social studies skills.
- J. Apply knowledge of key factors to consider in planning and delivering differentiated and explicit instruction, scaffolding, interventions, and flexible grouping to address the assessed strengths and needs of all students in science, technology, and society and social studies skills.