

Work Group D Recommendations
Social Studies, Texas Essential Knowledge and Skills
Economics Strand, Kindergarten – High School

Prepared by the State Board of Education Social Studies TEKS Streamlining Work Groups

June 2018

These recommendations reflect changes to the social studies Texas Essential Knowledge and Skills (TEKS) that have been recommended by State Board of Education’s TEKS streamlining work group for the **Economics strand, Kindergarten – High School**. Proposed deletions are shown in red font with strikethroughs (~~deletions~~). Text proposed to be moved from its current student expectation is shown in purple, italicized font with strikethrough (~~*moved text*~~) and is shown in the proposed new location in purple, italicized font with underlines (*new text location*). Recommendations to clarify language are shown in blue font with underlines (clarifying language). Additions made as technical edits are shown in green font with underlines (additions).

Comments in the middle column provide explanations for the proposed changes. Work groups estimated the amount of instructional time that would be reduced based on their recommendations. The reduction of instructional time is provided in minutes in the right-hand column.

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§113.11. Social Studies, Kindergarten, Beginning with School Year 2011-2012.

TEKS with edits		Work Group Comments/Rationale	Instructional Time Reduction
(b)	Knowledge and skills.		
(6)	Economics. The student understands that basic human needs and wants are met in many ways. The student is expected to:		
(A)	identify basic human needs of food, clothing, and shelter;		
(B)	explain the difference between needs and wants; and		
(C)	explain how basic human needs <u>and wants</u> can be met such as through self-producing, purchasing, and trading.	A better alignment to knowledge and skills statement to better define the SE and support 6B. Included in Pearson instructional materials (p 43 & 44)	No time changed, due to clarification
(7)	Economics. The student understands the value of jobs. The student is expected to:		
(A)	identify jobs in the home, school, and community; and		
(B)	explain why people have jobs.		

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§113.12. Social Studies, Grade 1, Beginning with School Year 2011-2012.

TEKS with edits		Work Group Comments/Rationale	Instructional Time Reduction
(b)	Knowledge and skills.		
(7)	Economics. The student understands how families meet basic human needs. The student is expected to:		
(A)	describe ways that families meet basic human needs; and		
(B)	describe similarities and differences in ways families meet basic human needs.		
(8)	Economics. The student understands the concepts of goods and services. The student is expected to:		
(A)	identify examples of goods and services in the home, school, and community;		
(B)	identify ways people exchange goods and services; and		
(C)	identify the role of markets in the exchange of goods and services.		
(9)	Economics. The student understands the condition of not being able to have all the goods and services one wants. The student is expected to:		
(A)	identify examples of people wanting more than they can have;		
(B)	explain why wanting more than they can have requires that people make choices; and		
(C)	identify examples of choices families make when buying goods and services.		
(10)	Economics. The student understands the value of work. The student is expected to:		
(A)	describe the components of various jobs and the characteristics of a job well performed; and		
(B)	describe how specialized jobs contribute to the production of goods and services.		

§113.13. Social Studies, Grade 2, Beginning with School Year 2011-2012.

TEKS with edits		Work Group Comments/Rationale	Instructional Time Reduction
(b)	Knowledge and skills.		
(9)	Economics. The student understands the value of work. The student is expected to:		
(A)	explain how work provides income to purchase goods and services; and		
(B)	explain the choices people in the U.S. free enterprise system can make about earning, spending, and saving money and where to live and work.	Note to full revision: U.S Free Enterprise system should be defined before it is taught. This would affect the introduction to the 2 nd grade TEKS. Currently this concept is not properly vertically aligned with 3 rd grade.	
(10)	Economics. The student understands the roles of producers and consumers in the production of goods and services. The student is expected to:		
(A)	distinguish between producing and consuming;		
(B)	identify ways in which people are both producers and consumers; and		
(C)	examine the development of a product from a natural resource to a finished product.		

§113.14. Social Studies, Grade 3, Beginning with School Year 2011-2012.

TEKS with edits		Work Group Comments/Rationale	Instructional Time Reduction
(b)	Knowledge and skills.		
(6)	Economics. The student understands the purposes of earning, spending, <u>and saving</u> , and donating money. The student is expected to:	Duplication- donating money is covered in Math 9F (personal financial literacy)	20 minutes
(A)	identify ways of earning, spending, <u>and saving</u> , and donating money; and	Duplication- donating money is covered in Math 9F (personal financial literacy)	20 minutes
(B)	create a simple budget that allocates money for spending, <u>and saving</u> , and donating .	Duplication- donating money is covered in Math 9F (personal financial literacy)	20 minutes
(7)	Economics. The student understands the <u>role concept</u> of <u>scarcity in</u> the free enterprise system. The student is expected to:	Aligning the Knowledge and Skills statement to the Student Expectations and narrows the scope of the Student Expectations.	No change in time
(A)	define <u>scarcity</u> and identify examples of scarcity ; <u>and</u>	Clarifying and correcting the wording	No change in time
(B)	explain the impact of scarcity on the production, distribution, and consumption of goods and services <u>in the U.S. free enterprise system</u> ; and	3.7C was combined with 3.7B to provide clarity and focus to the student expectation.	No change in time
(C)	explain the concept of a free market as it relates to the U.S. free enterprise system.	3.7C was combined with 3.7B to provide clarity and focus to the student expectation.	60 minutes
(8)	Economics. The student understands how businesses operate in the U.S. free enterprise system. The student is expected to:		
(A)	identify examples of how a simple business operates;	Duplication- Business operations are addressed in 3.8B-C The term “simple business” is vague in the field of economics. Also, the term “simple business” does not appear to be covered in the instructional materials.	30 minutes
(A) (B)	explain how supply and demand affect the price of a good or service;		
(B) (C)	explain how the cost of production and selling price affect profits;		
(C) (D)	explain how government regulations and taxes impact consumer costs; and		

(D)(E)	identify individuals, past and present, including Henry Ford and other entrepreneurs in the community such as Mary Kay Ash, Wallace Amos, Milton Hershey, and Sam Walton , who have started new businesses.	People removed per the rubric, narrows the scope of the student expectation and allows to teachers to focus on entrepreneurs in the community. Sam Walton is named in US History 1877-present, and Economics TEKS.	60 minutes
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§113.15. Social Studies, Grade 4, Beginning with School Year 2011-2012.

TEKS with edits		Work Group Comments/Rationale	Instructional Time Reduction
(b)	Knowledge and skills.		
(10)	Economics. The student understands the basic economic activities of early societies in Texas and North America . The student is expected to:	Narrows the scope of student expectations. As aligned with recommendations of Work Group C.	90 minutes
(A)	explain the economic activities various early American Indian groups in Texas and North America used to meet their needs and wants such as farming, trading, and hunting; and	Narrows the scope of student expectations. As aligned with recommendations of Work Group C.	90 minutes
(B)	explain the economic activities early <u>settlers</u> immigrants to Texas used to meet their needs and wants.	4.2A refers to people migrating to Texas as “settlers” To vertically align to the 8 th grade TEKS. The term “immigrant” is not used until the mid-19 th century (see 8.11C).	15 minutes
(11)	Economics. The student understands the characteristics and benefits of the free enterprise system in Texas. The student is expected to:		
(A)	describe how the free enterprise system works, including supply and demand; describe the development of the free enterprise system in Texas;	Moved 4.11A to 4.11C to build background knowledge and improve scaffolding of learning.	No change in time
(B)	give examples of the benefits of the free enterprise system such as choice and opportunity describe how the free enterprise system works, including supply and demand; and	Moved 4.11B to 4.11A to build background knowledge and improve scaffolding of learning.	No change in time
(C)	describe the development of the free enterprise system in Texas such as the growth of cash crops by early colonists and the railroad boom-give examples of the benefits of the free enterprise system such as choice and opportunity.	Moved 4.11C to 4.11B to build background knowledge and improve scaffolding of learning. Narrows the scope of SE and integrates with history SE 4.2A, 4.4C. Included in the instructional materials Growing of cash crops (Pearson p168) and the railroad boom (Pearson p292).	40 minutes
(12)	Economics. The student understands patterns of work and economic activities in Texas. The student is expected to:		
(A)	<u>identify</u> explain how people in different regions of Texas earn their living, past and present, through a subsistence economy and providing goods and services;	To narrow the scope of the student expectation.	30 minutes

(B)	explain how <u>physical</u> geographic factors such as climate, transportation , and natural resources have influenced the location of economic activities in Texas;	Transportation is a human geographic factor, the other factors listed in are physical geographic factors. Adds specificity to the student expectation.	20 minutes
(C)	<u>identify</u> analyze the effects of exploration, immigration, migration, and limited resources on the economic development and growth of Texas; <u>and</u>	Aligns more appropriately to the knowledge and skills statement and is more grade level appropriate.	40 minutes
(D)	describe the impact of mass production, specialization, and division of labor on the economic growth of Texas;	Duplication in 5 th grade 13D, also content is not appropriate for this grade level.	90 minutes
(D) (E)	explain how developments in transportation and communication have influenced economic activities in Texas; and		
(F)	explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of Texas.	The terms “American ideas” and “equality of opportunity” are vague and are not quantifiable and does not align with the knowledge and skills statement. Not appropriate for the grade level.	60 minutes
(13)	Economics. The student understands how Texas, the United States, and other parts of the world are economically interdependent. The student is expected to:	As per the recommendation of Work Group A based on the stream lining surveys and focus groups. Not grade appropriate globalization and “economic interdependence” is introduced and discussed in Grade 7 and World Geography, World History and U.S. History 1877-present.	180 minutes
(A)	identify ways in which technological changes in areas such as transportation and communication have resulted in increased interdependence among Texas, the United States, and the world;	As per the recommendation of Work Group A based on the stream lining surveys and focus groups. Not grade appropriate globalization and “economic interdependence” is introduced and discussed in Grade 7 and World Geography, World History and U.S. History 1877-present.	180 minutes
(B)	identify oil and gas, agricultural, and technological products of Texas that are purchased to meet needs in the United States and around the world; and	As per the recommendation of Work Group A based on the stream lining surveys and focus groups. Not grade appropriate globalization and “economic interdependence” is introduced and discussed in Grade 7 and World Geography, World History and U.S. History 1877-present.	180 minutes
(C)	explain how Texans meet some of their needs through the purchase of products from the United States and the rest of the world.	As per the recommendation of Work Group A based on the stream lining surveys and focus groups. Not grade appropriate globalization and “economic interdependence” is introduced and discussed in Grade 7 and World Geography, World History and U.S. History 1877-present.	180 minutes

§113.16. Social Studies, Grade 5, Beginning with School Year 2011-2012.

TEKS with edits		Work Group Comments/Rationale	Instructional Time Reduction
(b)	Knowledge and skills.		
(10)	Economics. The student understands the basic economic patterns of early societies in the United States. The student is expected to:		
(A)	explain the economic patterns of early European <u>colonies</u> colonists ; and	Supported by instructional materials (Pearson p162). Vertical alignment with 8 th grade TEKS. Narrowing of the standard from specific people to groups of people.	30 minutes
(B)	identify major industries of colonial America <u>such as shipbuilding and growing of cash crops</u> .	Adding clarification. Included in the instructional materials, shipbuilding (Pearson p91 and 173) growing of cash crops (Pearson 134).	No change in time
(11)	Economics. The student understands the development, characteristics, and benefits of the free enterprise system in the United States. The student is expected to:		
(A)	describe the development of the free enterprise system in colonial America and the United States;		
(B)	describe how the free enterprise system works in the United States; and		
(C)	give examples of the benefits of the free enterprise system in the United States.		
(12)	Economics. The student understands the impact of supply and demand on consumers and producers in a free enterprise system. The student is expected to:		
(A)	explain how supply and demand affects consumers in the United States; and		
(B)	evaluate the effects of supply and demand on business , industry, and agriculture, including the plantation system, in the United States.	Narrowing of the student expectation. Industry is a broader term that can include business.	20 minutes

(13)	Economics. The student understands patterns of work and economic activities in the United States. The student is expected to:		
(A)	compare how people in different <u>regions</u> parts of the United States earn a living, past and present;	Better alignment of student expectations in higher grade levels.	No change in time
(B)	identify and explain how geographic factors have influenced the location of economic activities in the United States;		
(C)	analyze the effects of immigration, migration, and limited resources on the economic development and growth of the United States; <u>and</u>		
(D)	describe the impact of mass production, specialization, and division of labor on the economic growth of the United States; and		
(E)	explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of the United States.	The terms “American ideas” and “equality of opportunity” are vague and are not quantifiable and does not align with the knowledge and skills statement. Not appropriate for the grade level.	60 minutes

§113.18. Social Studies, Grade 6, Beginning with School Year 2011-2012.

TEKS with edits		Work Group Comments/Rationale	Instructional Time Reduction
(b)	Knowledge and skills.		
(8)	Economics. The student understands the factors of production in a society's economy. The student is expected to:		
(A)	describe ways in which the factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of various contemporary societies;		
(B)	identify problems and issues that may arise when one or more of the factors of production is in relatively short supply; and	Based on recommendations of Work Group A. It narrows the scope of the Student Expectation.	45 minutes
(C)	explain the impact of <u>the distribution</u> relative scarcity of resources on international trade and economic interdependence among and within societies.	Allows for better vertical alignment with the Economic strand, and is grade level appropriate.	45 minutes
(9)	Economics. The student understands the various ways in which people organize economic systems. The student is expected to:		
(A)	compare ways in which various societies organize the production and distribution of goods and services; <u>and</u>		
(B)	compare and contrast free enterprise, socialist, and communist economies in various contemporary societies, including the benefits of the U.S. free enterprise system;	Full revision note: communist should be replaced with command economy for consistency with economic terms throughout the TEKS and for vertical alignment.	
(C)	understand the importance of morality and ethics in maintaining a functional free enterprise system; and	Removed on recommendation of Work Group A. The Student Expectation is subjective and is not appropriate for this grade level. The concept is taught in World History (WH18F) and U.S History 1877-present (US3B, US3C US5A&B).	90 minutes
(D)	examine the record of collective, non-free market economic systems in contemporary world societies.	Duplication: Redundant concept is covered in 6.9B.	45 minutes
(10)	Economics. The student understands categories of economic activities and the data used to measure a society's economic level. The student is expected to:		
(A)	define and give examples of agricultural, wholesale , retail, manufacturing (goods), and service industries;	Duplication: Wholesale can be covered by the other concepts listed.	No change in time

(B)	describe levels of economic development of various societies using indicators such as life expectancy, gross domestic product (GDP), GDP per capita, and literacy; and		
(C)	identify and describe the effects of government regulation and taxation on economic development and business planning.	Business planning does not align with the knowledge and skills statement. The concept is too general for a World Cultures course.	90 minutes

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§113.19. Social Studies, Grade 7, Beginning with School Year 2011-2012.

TEKS with edits		Work Group Comments/Rationale	Instructional Time Reduction
(b)	Knowledge and skills.		
(12)	Economics. The student understands the factors that caused Texas to change from an agrarian to an urban society. The student is expected to:	Future Work Group & Full Revision Recommendations: The concept of urbanization should be included in the history TEKS 7.7.	
(A)	explain economic factors <u>and the development of major industries</u> that led to the urbanization of Texas <u>such as transportation, oil and gas, and manufacturing; and</u>	Streamlining by taking two elements and combining them and clarifying by giving specific examples that are aligned to the history strand 7.7A, 7.7B.	60 minutes
(B)	trace the development of major industries that contributed to the urbanization of Texas such as transportation, oil and gas, and manufacturing; and	Streamlining by taking two elements and combining them and clarifying by giving specific examples that are aligned to the history strand 7.7A, 7.7B.	135 minutes
(B) (C)	explain the changes in the types of jobs and occupations that have resulted from the urbanization of Texas.		
(13)	Economics. The student understands the interdependence of the Texas economy with the United States and the world. The student is expected to:		
(A)	<u>explain</u> analyze the impact of national and international markets and events on the production of goods and services in Texas <u>including such as agriculture,</u> oil and gas, and computer technology;	Narrows the scope of the Student Expectation and it is a grade level appropriate. “Explain” better aligns with the Knowledge and Skills statement and is developmentally appropriate for a complex concept. Duplication: “events” is covered in history strand 7.7F.	135 minutes
(B)	<u>explain</u> analyze the impact of economic concepts within the free enterprise system such as supply and demand, profit, government regulation; and world competition on the economy of Texas; and	“Explain” better aligns with the Knowledge and Skills statement and is developmentally appropriate for a complex concept. Duplication: “Government regulation” is covered in history strand 7.7A.	60 minutes
(C)	analyze the impact of significant industries in Texas such as oil and gas; aerospace; <u>and</u> medical, and computer technologies on local, national, and international markets.	Duplication of: oil and gas in 7.7A, computer technologies 7.7B	60 minutes

§113.20. Social Studies, Grade 8, Beginning with School Year 2011-2012.

TEKS with edits		Work Group Comments/Rationale	Instructional Time Reduction
(b)	Knowledge and skills.		
(12)	Economics. The student understands why various sections of the United States developed different patterns of economic activity. The student is expected to:	Recommendation for future Work Group & Full Revision limit the scope of time to align with the time frame of the course.	
(A)	identify economic differences among different regions of the United States;		
(B)	explain reasons for the development of the plantation system, the transatlantic slave trade, and the spread of slavery; <u>and</u>		
(C)	explain the reasons for the increase in factories and urbanization; and	Duplication covered in 8.13B.	60 minutes
(C) (D)	analyze the causes and effects of economic differences among different regions of the United States at selected times in U.S. history.		
(13)	Economics. The student understands how various economic forces resulted in the Industrial Revolution in the 19th century. The student is expected to:		
(A)	analyze <u>the economic effects of</u> the War of 1812 as a cause of economic changes in the nation ; and	Rewording clarifies the intent of the student expectation.	No change in time
(B)	identify the economic factors that brought about rapid industrialization and urbanization.		
(14)	Economics. The student understands the origins and development of the free enterprise system in the United States. The student is expected to:		
(A)	explain why a free enterprise system of economics developed in the new nation, including minimal government <u>regulation intrusion</u> , taxation, and property rights; and	Regulation, implies laws and aligns with the U.S. History 1877-present. Intrusion implies a physical action.	No change in time
(B)	describe the characteristics and the benefits of the U.S. free enterprise system <u>through 1877</u> during the 18th and 19th centuries .	Clarification -narrows the scope of the Student Expectation and is consistency with the description in the introduction of the course.	No change in time

§113.41. United States History Studies Since 1877 (One Credit), Beginning with School Year 2011-2012.

TEKS with edits		Work Group Comments/Rationale	Instructional Time Reduction
(c)	Knowledge and skills.		
(15)	Economics. The student understands domestic and foreign issues related to U.S. economic growth from the 1870s to 1920. The student is expected to:		
(A)	describe how the economic impact of the Transcontinental Railroad and the Homestead Act contributed to the close of the frontier in the late 19th century;		
(B)	describe the changing relationship between the federal government and private business, including the costs and benefits of laissez-faire, the Sherman Antitrust Act anti-trust acts , the Interstate Commerce Act, and the Pure Food and Drug Act;	Narrowing the scope of the Student Expectation by specifically listing the Sherman Antitrust Act, which is present in instructional materials (Pearson & McGraw Hill), it will reduce the amount of content the students are responsible for.	45 minutes
(C)	explain how foreign policies affected economic issues such as the Chinese Exclusion Act of 1882, the Open Door Policy, Dollar Diplomacy, and immigration quotas;		
(D)	describe the economic effects of international military conflicts, including the Spanish-American War and World War I, on the United States; and		
(E)	describe the emergence of monetary policy in the United States, including the Federal Reserve Act of 1913 and the shifting trend from a gold standard to fiat money.		
(16)	Economics. The student understands significant economic developments between World War I and World War II. The student is expected to:		
(A)	analyze causes of economic growth and prosperity in the 1920s, including Warren Harding's Return to Normalcy, reduced taxes, and increased production efficiencies;		
(B)	identify the causes of the Great Depression, including the impact of tariffs on world trade, stock market speculation, bank failures, and the monetary policy of the Federal Reserve System;	Recommendation for full revision: overproduction needs to be added as a cause of the Great Depression, it is also included in most of the instructional materials.	

(C)	analyze the effects of the Great Depression on the U.S. economy and society such as widespread unemployment and deportation and repatriation of people of European and Mexican heritage and others;	Streamline and narrowing the focus of the Student Expectation. The Student Expectation already includes “such as” there is no need to add “and others.”	15 minutes
(D)	compare the New Deal policies and its opponents' approaches to resolving the economic effects of the Great Depression; and		
(E)	describe how various New Deal agencies and programs, including the Federal Deposit Insurance Corporation, the Securities and Exchange Commission, and the Social Security Administration, continue to affect the lives of U.S. citizens.		
(17)	Economics. The student understands the economic effects of World War II and the Cold War. The student is expected to:	Recommendation for the full review: reword the Knowledge and Skills statement to include all of Student Expectations. For example: The Great Society, Title IX, GATT and NAFTA do not fit the “effects of World War II and the Cold War” time period.	
(A)	describe the economic effects of World War II on the home front such as the end of the Great Depression, rationing, and increased opportunity for women and minority employment;		
(B)	identify the causes of prosperity in the 1950s, including the Baby Boom and the impact of the GI Bill (Servicemen's Readjustment Act of 1944), and the effects of prosperity in the 1950s such as increased consumption and the growth of agriculture and business;		
(C)	describe the economic impact of defense spending on the business cycle and education priorities from 1945 to the 1990s;		
(D)	identify actions of government and the private sector such as the Great Society, affirmative action, and Title IX to create economic opportunities for citizens and analyze the unintended consequences of each; and	Narrows the scope of the Student Expectation, and streamlines the amount of information the students are accountable for.	60 minutes
(E)	describe the dynamic relationship between U.S. international trade policies and the U.S. free enterprise system such as the Organization of Petroleum Exporting Countries (OPEC) oil embargo, the General Agreement of Tariffs and Trade (GATT), and the North American Free Trade Agreement (NAFTA).		

(18)	Economics. The student understands the economic effects of increased worldwide interdependence as the United States enters the 21st century. The student is expected to:	This streamlines this course and will be covered United States 28C and Economics 16.A.	
(A)	discuss the role of American entrepreneurs such as Bill Gates, Sam Walton, Estée Lauder, Robert Johnson, Lionel Sosa, and millions of small business entrepreneurs who achieved the American dream; and		
(B)	identify the impact of international events, multinational corporations, government policies, and individuals on the 21st century economy.		

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§113.42. World History Studies (One Credit), Beginning with School Year 2011-2012.

TEKS with edits		Work Group Comments/Rationale	Instructional Time Reduction
(c)	Knowledge and skills.		
(17)	Economics. The student understands the impact of the Neolithic and Industrial revolutions and globalization on humanity. The student is expected to:	Narrows scope of the Knowledge and Skills statement.	135 minutes
(A)	identify important changes in human life caused by the Neolithic Revolution and the Industrial Revolution; <u>and</u>	Narrows scope of the student expectation. Changes of human life is more applicable to the Neolithic Revolution than the Industrial Revolution. Duplication: the changing roles of society are covered in World History 24A.	45 minutes
(B)	summarize the role of economics in driving political changes as related to the Neolithic Revolution and the Industrial Revolution. and	Narrows scope of the student expectation. Changes of human life is more applicable to the Industrial Revolution than the Neolithic Revolution.	45 minutes
(C)	summarize the economic and social impact of 20th-century globalization.	Duplication: globalization is covered in World History 28D	45 minutes
(18)	Economics. The student understands the historical origins of contemporary economic systems and the benefits of free enterprise in world history. The student is expected to:		
(A)	identify the historical origins and characteristics of the free enterprise system, including the <u>influence</u> contributions of Adam Smith, especially the influence of his ideas found in The Wealth of Nations;	Clarifying standard- unnecessary specification	20 minutes
(B)	identify the historical origins and characteristics of communism, including the influences of Karl Marx;	Clarifying standard	No change in time
(C)	identify the historical origins and characteristics of socialism; <u>and</u>		
(D)	identify the historical origins and characteristics of fascism. ;		
(E)	explain why communist command economies collapsed in competition with free market economies at the end of the 20th century; and	Duplication: covered in World History 13D	45 minutes

(F)	formulate generalizations on how economic freedom improved the human condition, based on students' knowledge of the benefits of free enterprise in Europe's Commercial Revolution, the Industrial Revolution, and 20th-century free market economies, compared to communist command communities.	Duplication: The events are addressed in other parts of the course (Europe's Commercial Revolution World History 7F, Industrial Revolution World History 8A, 8B, 8E) This is an example of a process skill World History 29F.	90 minutes
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§113.43. World Geography Studies (One Credit), Beginning with School Year 2011-2012.

TEKS with edits		Work Group Comments/Rationale	Instructional Time Reduction
(c)	Knowledge and skills.		
(10)	Economics. The student understands the distribution, characteristics, and interactions of the economic systems in the world. The student is expected to:		
(A)	describe the forces that determine the distribution of goods and services in free enterprise, socialist, and communist economic systems;	Full revision note: communist should be replaced with command economy for consistency with economic terms throughout the TEKS and for vertical alignment	
(B)	classify where specific countries fall along the economic spectrum between free enterprise and communism;	Full revision note: communist should be replaced with command economy for consistency with economic terms throughout the TEKS and for vertical alignment. Clarification: allows for change over time and to include current events. The word specific implies a right answer, or list of specific countries to be covered.	No change in time
(C)	compare the ways people satisfy their basic needs through the production of goods and services such as subsistence agriculture versus commercial agriculture or cottage industries versus commercial industries; and		
(D)	compare global trade patterns over time and examine the implications of globalization, including outsourcing and free trade zones.		
(11)	Economics. The student understands how geography influences economic activities. The student is expected to:		
(A)	understand the connections between levels of development and economic activities (primary, secondary, tertiary, and quaternary);		
(B)	identify the factors affecting the location of different types of economic activities, including subsistence and commercial agriculture, manufacturing, and service industries; and		
(C)	assess how changes in climate, resources, and infrastructure (technology, transportation, and communication) affect the location and patterns of economic activities.		

(12)	Economics. The student understands the economic importance of, and issues related to, the location and management of resources. The student is expected to:		
(A)	analyze how the creation, distribution, and management of key natural resources affects the location and patterns of movement of products, money, and people; and		
(B)	evaluate the geographic and economic impact of policies related to the development, use, and scarcity of natural resources such as regulations of water.		

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