

## Social Studies TEKS Review Work Group C Working Document

World Geography Studies Working Document  
Texas Essential Knowledge and Skills (TEKS) Social Studies

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This working document reflects preliminary work of the State Board of Education's TEKS review work group for World Geography Studies. These recommendations are not yet final. Recommendations for changes to the TEKS are still under consideration by the work group and subject to change. The work group will finalize its draft recommendations at a future meeting. Numbering for the knowledge and skills statements in the document will be finalized when the proposal is prepared to file with the *Texas Register*.

Proposed additions are shown in green font with underline (additions). 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*). Numbering for the knowledge and skills statements in the document will be finalized when the proposal is prepared to file with the *Texas Register*.

Comments in the right-hand column provide explanations for the proposed changes. Abbreviations in the explanations refer to the following.

CCRS: refers to the College and Career Readiness Standards

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§113.73 <del>113.43</del> . World Geography Studies (One Credit), <u>Adopted 2022</u> <del>Adopted 2018</del> .		
	TEKS with edits	Work Group Comments/Rationale
(a)	General requirements. Students shall be awarded one unit of credit for successful completion of this course.	
(b)	Introduction.	
(1)	<p>In World Geography Studies, students examine <u>human and physical patterns</u> <del>people, places, and environments</del> at <u>different scales of inquiry including local, state or province, national, regional and global.</u> <del>local, regional, national, and international scales from the spatial and ecological perspectives of geography.</del> <del>Students describe the influence of geography on events of the past and present and contemporary issues.</del> <u>The course focuses on the factors influencing regions and places throughout the world. Geographers refer to a region as a collection of places with unifying geographic characteristics or patterns and a place is defined by human experience.</u> <del>A significant portion of the course centers around the physical processes that shape patterns in the physical environment; the characteristics of major landforms, climates, and ecosystems and their interrelationships; Students examine the physical (environmental) and human (political, economic, and social) processes that shape cultural patterns of regions over time; types and patterns of settlement; the distribution and movement of the world population; analyze the impact of technology and human modifications on the physical environment and interdependent</del> relationships among people, places, and environments; and the concepts of region <u>and place. The student understands how the economic characteristics of a region are categorized into levels of development; student understands the distribution and characteristics of economic systems in the world; analyze how location affects economic activities in different economic systems. The student understands how different points of view influence the development of policies and decision-making processes at different scales of inquiry. Students will apply the skills of thinking like a geographer including charts, graphs, maps and visuals to observe spatial patterns and organize geographic information and will analyze multiple perspectives at multiple scale of inquiry. Students analyze how location affects economic activities in different economic systems. Students identify the processes that influence political divisions of the planet and analyze how different points of view affect the development of public policies. Students compare how components of culture shape the characteristics of regions and Students use problem solving and decision-making skills to ask and answer geographic questions.</u></p>	<p>In World Geography Studies, students examine human and physical patterns at different scales of inquiry including local, state or province, national, regional and global. Students learn geography through the analysis of primary and secondary sources and demonstrate their learning through reading, writing, and speaking. The course focuses on place, which is a location defined by human experience; and regions, which are defined as a collection of places with unifying patterns, processes, or geographic characteristics. Students examine the physical (environmental) and human (political, economic, and social) processes and characteristics that influence cultural patterns of regions over time, the types and patterns of settlement, and the distribution and movement of world population. Students analyze the impact of technology and human modifications on the physical environment and interdependent relationships among people, places, and environments; and apply the concepts of region and place. Students understand how the economic characteristics of a region are categorized into levels of development and understand the distribution and characteristics of economic systems in the world. Students analyze how location affects economic activities in different economic systems. Students identify different types of governments and understand how different points of view influence the development of policies and decision-making processes at different scales of inquiry. Students will apply the skills of thinking like a geographer to analyze charts, graphs, maps, and visuals. Students observe spatial patterns, organize geographic information, and analyze multiple perspectives and apply their own perspective at different scales of inquiry.</p>

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(2)	To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as contemporary and historic maps of various types, satellite-produced images, photographs, graphs, map sketches, and diagrams is encouraged.	<b>TEA Comment:</b> Edits to the introduction are pending.
(3)	The <del>eight</del> strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (c) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.	
(4)	Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.	No changes
(5)	Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).	No changes
(6)	Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.	No changes
(7)	State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.	No changes

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(A)	Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.	No changes
(B)	Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text from the Declaration of Independence: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."	No changes
(8)	Students discuss how and whether the actions of U.S. citizens and the local, state, and federal governments have achieved the ideals espoused in the founding documents.	No changes
(c)	Knowledge and skills.	
(1)	<u>Geography. The student applies the skills of thinking like a geographer including charts, graphs, maps and visuals to observe spatial patterns and organize geographic information. The student is expected to:</u>	These are skills unique to the study of geography and would not necessarily need to be included in the social studies skills applied to all the social studies courses.
(A)	<u>analyze geographic patterns and processes to determine why geographic phenomena occur where they do (the why of where);</u>	This SE will assist teachers in distinguishing geography from history and other social sciences.
(B)	<u>explain how geographic factors and characteristics are categorized as economic, environmental, political and social;</u>	CCRS: I.F.1 “Economic, environmental, political and social” are terms used throughout these student expectations and should be defined clearly at the beginning as a standalone SE.

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(C)	<u>describe how scale of inquiry at different levels (local, state or province, national, regional, and global) is used to analyze geographic phenomena; and</u>	CCRS: I.F.1 Old 16(A) included “Texas, United States and other regions of the world” and this describes scale of inquiry. “Scale of inquiry” is a phrase used throughout these student expectations and should be defined clearly at the beginning as a standalone SE.
(D)	<u>use primary or secondary sources to compare how place is defined by human experience and a region is a collection of places with unifying geographic characteristics or patterns.</u>	“Place” and “region” are terms used throughout these student expectations and should be defined clearly at the beginning as a standalone SE.
(1)(2)	<del>History. The student understands how geography and processes of spatial exchange (diffusion) influenced events in the past and helped to shape the present. The student is expected to:</del> <u>Geography. The student understands the types, patterns, and processes of movement. The student is expected to:</u>	The geography course should begin with the geography strand.
(A)	<del>analyze significant physical features and environmental conditions that have influenced the past and migration patterns and have shaped the distribution of culture groups today; and</del> <u>use charts, graphs, maps, or visuals to explain how physical geography and environmental changes such as deforestation, desertification, rising sea levels and temperatures, and natural disasters influence migration through push and pull forces;</u>	Consolidated TEKS A shift away from science to the implications and adaptations resulting from geographic processes Suggestion for TEKS Guide: additional examples: weather phenomena, climate and vegetation zones (biomes), erosion, and (earthquakes, volcanoes, hurricanes, tornados, monsoons, tsunamis, El Nino/La Nina) TEKS Guide: additional examples: visuals, Satellite images, photographs TEKS Guide: explain that “factor” is a cause of changes to geographic patterns and a “characteristic” is a result of that change. CCRS: I. A.1., IV.A.3.
(B)	<del>trace the spatial diffusion of phenomena such as the Columbian Exchange or the diffusion of American popular culture and describe the effects on regions of contact.</del> <u>use primary or secondary sources to explain how economic, political, and social factors such as job and educational opportunities, conflict, and innovations influence migration through push and pull forces; and</u>	Incorporated into new 2(C) Suggestion for TEKS Guide: war, trade, innovations, genocides, diseases, pandemics, urbanization, industrialization, education, medical advancements, and economic opportunities. TEKS Guide: Explain photographs Secondary sources: maps, graphs, the concept of “brain drain” TEKS Guide to explain primary sources: personal accounts, visuals, CCRS: I.A.4., IV.A.4.

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(C)	<p><u>use primary or secondary sources to explain how diffusion such as brain drain and the spread of democracy and food culture impacts the economic, political, and social characteristics of a place.</u></p>	<p>Makes a clearer connection concept of spatial diffusion and its relationship to human migration            TEKS Guide: include the following examples of characteristics: diseases, language, food, music architecture technology, global sports and religion:            TEKS Guide: economic characteristics include these economic systems: free-enterprise, command and mixed, and command economy (TEKS WG.7A)            TEKS Guide: political characteristics include these political systems: democracy, dictatorship, fascism, monarchy, oligarchy, republic, theocracy, and totalitarianism (TEKS WG.12A)            Primary and secondary sources: demographic data, census, architecture, food, maps, charts, graphs, art            CCRS: 1.A.4., IV.A.4.</p>
<del>(2)</del> (3)	<p><del>History. The student understands how people, places, and environments have changed over time and the effects of these changes. The student is expected to:</del>  <u>Geography. The student understands how people, places, and environments are connected and interdependent. The student is expected to:</u></p>	<p>Incorporated into new 10(A)</p>
(A)	<p><del>describe the human and physical characteristics of the same regions at different periods of time to analyze relationships between past events and current conditions; and</del>  <u>use examples in various regions such as air conditioning, irrigation, desalination, and energy production to identify how humans change their environment to address specific needs; and</u></p>	<p>Moved to new 10(A)            TEKS Guide: examples dams, irrigation, terrace farming, dredging, desalination, air conditioning, building roads, canals, energy, and population shifts            CCRS: I.A.2., I.A.6.</p>
(B)	<p><del>explain how changes in societies such as population shifts, technological advancements, and environmental policies have led to diverse uses of physical features over time such as terrace farming, dams, and polders.</del>  <u>use examples such as population shifts in various regions to analyze the impacts of human changes to their environment.</u></p>	<p>Incorporated into new 2(B)            TEKS Guide: explain pros and cons of dams, irrigation, terrace farming, dredging, desalination, air conditioning, building roads, canals, energy, and population shifts            CCRS: I.A.2., I.A.4., I.A.6.</p>

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(3)(4)	<p><del>Geography. The student understands how physical processes shape patterns in the physical environment. The student is expected to:</del></p> <p><u>Geography. The student understands how economic, environmental, political and social processes shape cultural patterns and characteristics in various places and regions. The student is expected to:</u></p>	Incorporated into new 2(A)
(A)	<p><del>explain weather conditions and climate in relation to annual changes in Earth-Sun relationships;</del></p> <p><u>identify how climate, vegetation, and water systems shape the characteristics of a place or region;</u></p>	
(B)	<p><del>describe the physical processes that affect the environments of regions, including weather, tectonic forces, erosion, and soil building processes; and</del></p> <p><u>identify human characteristics, such as language, trade networks, political systems, and religions, that make a place or region unique; and</u></p>	<p>Processes in NEW 2(A)</p> <p>A shift away from concepts already covered in 8<sup>th</sup> grade science to a focus on the implications and adaptations resulting from geographic processes</p> <p>CCRS: I.A.3., I.A.6.</p>
(C)	<p><u>use multiple perspectives to explain how humans give meaning to a place through personal and shared experiences.</u></p>	<p>TEKS Guide explains how students offering examples from their own lives in Texas or other places are a way of describing the significance of a place. Other examples might include explanations that relate to the following questions: “why do people participate in the military, refuse to evacuate their home during a national disaster, or become fans of professional sports teams?”</p> <p>CCRS: IV.A.1., IV.A.3, IVA.5.,</p>
(C)	<p><del>describe how physical processes such as hurricanes, El Niño, earthquakes, and volcanoes affect the lithosphere, atmosphere, hydrosphere, and biosphere.</del></p>	Incorporated into new 2(A)
(4)(5)	<p><del>Geography. The student understands the patterns and characteristics of major landforms, climates, and ecosystems of Earth and the interrelated processes that produce them. The student is expected to:</del></p> <p><u>Geography. The student understands the types, patterns, and processes of settlement. The student is expected to:</u></p>	
(A)	<p><del>explain how elevation, latitude, wind systems, ocean currents, position on a continent, and mountain barriers influence temperature, precipitation, and distribution of climate regions;</del></p> <p><u>explain how environmental factors, including natural resources, water systems, and climate, influence the size and distribution of settlements;</u></p>	<p>A shift away from concepts already covered in 8<sup>th</sup> grade science to a focus on the implications and adaptations resulting from geographic processes</p> <p>TEKS Guide: mountains, water systems: rivers, lakes, etc.</p> <p>CCRS: I.A.6., I.A.2.</p>



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(B)	<p><del>describe different landforms such as plains, mountains, and islands and the physical processes that cause their development; and</del>  <u>explain how human factors, including technology, transportation, and urbanization, influence the size and distribution of settlements; and</u></p>	<p>Incorporated into new 2(A)          TEKS Guide: <u>such as urbanization, transportation, economic activities, working remotely, hydro-electric power, infrastructure,</u>          CCRS: I.A.6., I.A.2., I.A.4.</p>
(C)	<p><del>explain the influence of climate on the distribution of biomes in different regions.</del>  <u>compare characteristics of rural, suburban and urban areas within different regions of the world.</u></p>	<p>Incorporated into new 2(A) and 4(A)          TEKS Guide: examples economic, environmental, political, and social characteristics          Introduction: maintain a focus on economic, environmental, political, and social          CCRS: III.B.1.</p>
<del>(5)</del> (6)	<p><i>Geography. The student understands how political, economic, and social processes shape cultural patterns and characteristics in various places and regions. The student is expected to:</i>  <u>Geography. The student understands the growth distribution, and characteristics of world population. The student is expected to:</u></p>	<p>Incorporated in 4</p>
(A)	<p><del>analyze how the character of a place is related to its political, economic, social, and cultural elements; and</del>  <u>explain how advancements in medicine and agriculture influence trends in world population growth; and</u></p>	<p>Moved to 4(B) and 9(D)          TEKS Guide: Water management and aquaculture are also examples of agriculture          CCRS: I.A.2, I.A.3., I.A.5.</p>
(B)	<p><del>interpret political, economic, social, and demographic indicators (gross domestic product per capita, life expectancy, literacy, and infant mortality) to determine the level of development and standard of living in nations using the levels as defined by the Human Development Index.</del>  <u>use charts, graphs, maps or visuals to explain the population characteristics of different societies and predict future population trends.</u></p>	<p>Incorporated into new 7(B)          Tools should be used for both describe and predict          TEKS Guide: Use population pyramids, give examples of visuals, demographic transition model, satellite image of regions at night          CCRS: I.F.1</p>



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<p><del>(6)</del>(7)</p>	<p><del>Geography. The student understands the types, patterns, and processes of settlement. The student is expected to:</del></p> <p><u>Economics. The student understands how the economic characteristics of a region are categorized into levels of development. The student is expected to:</u></p>	
<p>(A)</p>	<p><del>locate and describe human and physical features that influence the size and distribution of settlements; and</del></p> <p><u>identify levels of development at different scales of inquiry;</u></p>	<p>Incorporated into new 5(A) and 5(B) Specific examples or further specificity of levels of economic development are not included in this SE due to the ever-changing definition and application of these terms. TEKS Guide: examples of economic indicators looking at different scales of inquiry: provide examples of causes and effects, urban-rural-suburban. Give examples of levels of economic development (More Developed Countries, MDCs Less Developed Countries LDCs, Newly Industrialized Countries NICs) and Human Development Index (HDI) Levels: Very High, High, Medium, and Low CCRS: III.B.I., I.D.2</p>
<p>(B)</p>	<p><del>explain the processes that have caused changes in settlement patterns, including urbanization, transportation, access to an availability of resources, and economic activities.</del></p> <p><u>use a variety of data such as the Human Development Index (HDI), Gross Domestic Product (GDP) per capita, literacy rates, the Gender Inequality Index (GII), and the World Happiness Report for evaluating the level of development at different scales of inquiry; and</u></p>	<p>Incorporated into new 5(B) TEKS Guide: CCRS: I.F.1</p>
<p>(C)</p>	<p><u>compare economic opportunities in different cultures for underrepresented populations including women and ethnic and religious minorities.</u></p>	<p>CCRS: II.A.2.</p>
<p><del>(7)</del>(8)</p>	<p><del>Geography. The student understands the growth, distribution, movement, and characteristics of world population. The student is expected to:</del></p> <p><u>Economics. The student understands the distribution and characteristics of economic systems in the world. The student is expected to:</u></p>	<p>Moved to 6(A)</p>
<p>(A)</p>	<p><del>analyze population pyramids and use other data, graphics, and maps to describe the population characteristics of different societies and to predict future population trends; describe the forces that determine the distribution of goods and services in traditional,</del></p> <p><u>explain the characteristics of command, free-enterprise, mixed, and traditional economic systems;</u></p>	<p>Incorporated into 6(B) Mixed economy and Command economy are more precise terms Socialist and communist are better defined as political systems. New 7(A) moved from old 10(A) CCRS: I.D.2 TEKS Guide: define the different economic systems</p>

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(B)	<p><i>explain how physical geography and push and pull forces, including political, economic, social, and environmental conditions, affect the routes and flows of human migration</i></p> <p><i>categorize countries along the economic spectrum between free enterprise and command economy;</i></p>	<p>Physical geography, push and pull forces, environmental conditions affecting migration Moved to 2(A)          Political, economic, and social factors affecting migration moved to 2(B)          New 7(B) moved from old 10(B)          TEKS Guide: provide examples of countries for each economic system</p>
(C)	<p><i>describe trends in world population growth and distribution; and</i></p> <p><i>explain the economic impact of subsistence and commercial agriculture on a region; and</i></p>	<p>Moved to new 6(B)          New 7(C) moved from old 10(C)          II.A.2, II.D.2.</p>
(D)	<p><i>analyze how globalization affects connectivity, standard of living, pandemics, and loss of local culture.</i></p> <p><i>explain the economic impact of cottage industries and commercial industries on a region.</i></p>	<p>Combined with new 9(B)          New 7(D) from old 10(C)          CCRS: II.A.2, II.D.2.</p>
<del>(8)</del> (9)	<p><del>Geography. The student understands how people, places, and environments are connected and interdependent. The student is expected to:</del></p> <p><u>Economics. The student understands how places and regions are interconnected and interdependent. The student is expected to:</u></p>	
(A)	<p><del>compare ways that humans depend on, adapt to, and modify the physical environment, including the influences of culture and technology;</del></p> <p><u>explain how transportation, communication, and other technologies have increased interdependence within the global economy over time;</u></p>	<p>Incorporated into new 3(B)          CCRS: III.A.2., III.A.3, CCRS: I.B.2., I.B.3.</p>
(B)	<p><del>analyze the consequences of extreme weather and other natural disasters such as El Niño, floods, tsunamis, and volcanoes on people and their environment; and</del></p> <p><u>analyze the strengths and limitations of globalization at different scales of inquiry;</u></p>	<p>Consolidated and moved to new 2(A)          TEKS Guide: global supply chains, communication          CCRS: III.A.1. III.A.3.</p>
(C)	<p><del>evaluate the economic and political relationships between settlements and the environment, including sustainable development and renewable/non-renewable resources.</del></p> <p><u>explain the relationship between levels of development and levels of economic activities including primary, secondary, tertiary, and quaternary/quinary; and</u></p>	<p>Incorporated into new 11(B)          CCRS: I.D.2.</p>
<u>(D)</u>	<p><u>analyze the physical or human factors that affect the location and patterns of different types of economic activities.</u></p>	<p>CCRS: III.A.1.</p>

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(9)	Geography. The student understands the concept of region as an area of Earth's surface with related geographic characteristics. The student is expected to:	
(A)	<i>identify physical and/or human factors such as climate, vegetation, language, trade networks, political units, river systems, and religion that constitute a region; and</i>	Incorporated in new 4(A) and 4(B) River systems changed to “water systems”
(B)	<i>describe different types of regions, including formal, functional, and perceptual regions.</i>	Regionalization addressed in new 4(A), 4(B), 4(C)
(10)	Economies. The student understands the distribution, characteristics, and interactions of the economic systems in the world. The student is expected to: <u>History. The student understands the physical and human characteristics of the same regions in order to analyze relationships between past events and current conditions. The student is expected to:</u>	Moved from 2(A), 2(B) CCRS: I.B.2, I.B.3.
(A)	<i>describe the forces that determine the distribution of goods and services in traditional, free enterprise, socialist, and communist economic systems;</i>	Moved to new 8(A)
(B)	<i>classify countries along the economic spectrum between free enterprise and communism;</i>	Moved to new 8(B)
(C)(A)	<i>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;</i> <u>explain how political boundaries, including state versus nation-state, political versus ethnic sovereignty, and stateless nations, are created and why they change; and</u>	Moved and separated to new 8(C) and 8(D) CCRS: I.B.2., I.B.3., I.C.2.
(D)(B)	<i>compare global trade patterns over time and analyze the implications of globalization, including outsourcing and free trade zones.</i> <u>use multiple perspectives to explain conflicts, including border disputes, separatist movements, and access to resources, at different scales of inquiry.</u>	New 9(B) TEKS Guide: examples of border disputes and separatist movements

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(11)	<p><del>Economics. The student understands how geography influences economic activities. The student is expected to:</del></p> <p><u>Civics &amp; Government. The student understands how different points of view influence the development of policies and decision-making processes at different scales of inquiry. The student is expected to</u></p>	Analyze the human and physical factors that affect the location and patterns of different types of political activities
(A)	<p><del>understand the connections between levels of development and economic activities (primary, secondary, tertiary, and quaternary);</del></p> <p><u>use charts, graphs, maps and visuals to explain how population trends such as growth, decline, density, and urban sprawl influence policy decisions at different scales of inquiry;</u></p>	<p>Contained in new 9(C) CCRS: I.A.6., I.F.1., IV.A.4., IV.A.5. TEKS Guide: define fertility rates, pro-natalist: Birth Bonus, universal maternity leave, universal pre-K, anti-natalist: China’s One Child Policy, voluntary and forced sterilization, family planning policies, city planning, funding for education, social security, forward capitals</p>
(B)	<p><del>identify the factors affecting the location of different types of economic activities, including subsistence and commercial agriculture, manufacturing, and service industries; and</del></p> <p><u>use primary and secondary sources to explain the impact of government decisions about scarce resources, such as water, rainforests, and energy, at different scales;</u></p>	<p>Incorporated with new 8(C) and 8(D) Purpose is to focus on decisions related to geography vs government. CCRS: I.F.1., III.A.1., IV.A.4., IV.A.5.</p>
(C)	<p><del>assess how changes in climate, resources, and infrastructure (technology, transportation, and communication) affect the location and patterns of economic activities.</del></p>	Incorporated into 5(A)
(12)	<p><del>Economics. The student understands the economic importance of, and issues related to, the location and management of resources. The student is expected to:</del></p>	Incorporated into 7, 8, and 9
(A)(C)	<p><del>analyze how the creation, distribution, and management of key natural resources affects the location and patterns of movement of products, money, and people; and</del></p> <p><u>explain how the characteristics of political systems, including democracy, dictatorship, fascism, monarchy, oligarchy, republic, theocracy, and totalitarianism, operate in specific countries;</u></p>	<p>Incorporated in new 11(B) CCRS: III.A.1.</p>

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(B)(D)	<p><del>evaluate the geographic and economic impact of policies related to the development, use, and scarcity of natural resources such as regulations of water.</del></p> <p><u>use primary or secondary sources to analyze the strengths and limitations of supranational organizations such as the African Union (AU), Association of Southeast Asian Nations (ASEAN), European Union (EU), North Atlantic Treaty Organization (NATO), Organization of Petroleum Exporting Countries (OPEC), United States-Mexico-Canada Agreement (USMCA), and the United Nations (UN); and</u></p>	<p>Incorporated in new 11(B) Water regulations incorporated with new 11(B) CCRS: III.A.1., III.A.2., III.A3.,</p>
(E)	<p><u>compare political opportunities for underrepresented populations, including women and ethnic and religious minorities, at different scales of inquiry.</u></p>	<p>CCRS: II.A.2.</p>
(13)	<p><del>Government. The student understands the spatial characteristics of a variety of global political units. The student is expected to:</del></p>	<p>Delete</p>
(A)	<p><del>interpret maps to explain the division of land, including man-made and natural borders, into separate political units such as cities, states, or countries; and</del></p>	<p>Delete- This is embedded in other TEKS and is not rigorous enough.</p>
(B)	<p><del>compare maps of voting patterns and political boundaries to make inferences about the distribution of political power.</del></p>	<p>Delete - included in Government course</p>
(14)	<p><del>Government. The student understands the processes that influence political divisions, relationships, and policies. The student is expected to:</del></p>	<p>Delete</p>
(A)	<p><del>analyze current events to infer the physical and human processes that lead to the formation of boundaries and other political divisions;</del></p>	<p>Incorporated into new and introduction</p>
(B)	<p><del>compare how <i>democracy, dictatorship, monarchy, republic, theocracy, and totalitarian systems</i> operate in specific countries; and</del></p>	<p>Incorporated into new 11(C)</p>
(C)	<p><del>analyze the human and physical factors that influence control of territories and resources, conflict/war, and international relations of sovereign nations such as China, the United States, Japan, and Russia and international organizations such as the United Nations (UN) and the European Union (EU).</del></p>	<p>Incorporated in new 11(D)</p>

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(15)	<del>Citizenship. The student understands how different points of view influence the development of public policies and decision-making processes at national and international levels. The student is expected to:</del>	Redo Citizenship as it pertains to World Geography, self-determination, nation-state concept
(A)	<del>identify and give examples of different points of view that influence the development of public policies and decision-making processes at national and international levels; and</del>	Incorporated into new 11(A)
(B)	<del>explain how citizenship practices, public policies, and decision-making may be influenced by cultural beliefs, including nationalism and patriotism</del>	Incorporated into new 11(A)
(16)	<del>Culture. The student understands how the components of culture affect the way people live and shape the characteristics of regions. The student is expected to:</del>	Incorporated into new 4(B) and 5(B)
(A)	<del>describe distinctive cultural patterns and landscapes associated with different places in Texas, the United States, and other regions of the world and how these patterns influenced the processes of innovation and diffusion;</del>	Moved to new 4(B)
(B)	<del>describe elements of culture, including language, religion, beliefs, institutions, and technologies; and</del>	Incorporated into new 4(B)
(C)	<del>describe life in a variety of urban and rural areas in the world to compare political, economic, social, and environmental changes.</del>	Moved to new 5(C)
(17)	<del>Culture. The student understands the distribution, patterns, and characteristics of different cultures. The student is expected to:</del>	Culture strand removed. Characteristics moved to new 3(A)
(A)	<del>describe and compare patterns of culture such as language, religion, land use, education, and customs that make specific regions of the world distinctive;</del>	Incorporated with new 2(C) and 4(B)
(B)	<del>describe central ideas and spatial distribution of major religious traditions, including Buddhism, Christianity, Hinduism, Islam, Judaism, and Sikhism;</del>	Incorporated with new 2(C) and 4(B)
(C)	<del>compare economic, political, or social opportunities in different cultures for underrepresented populations such as women and ethnic and religious minorities; and</del>	Moved to new 7(C) and 11(E)
(D)	<del>evaluate the experiences and contributions of diverse groups to multicultural societies.</del>	Incorporated with new 7(C) and 11(E)
(18)	<del>Culture. The student understands the ways in which cultures change and maintain continuity. The student is expected to:</del>	Incorporated with new 4(B)
(A)	<del>analyze cultural changes in specific regions caused by migration, war, trade, innovations, and diffusion;</del>	Incorporated with new 2(B) and (C)

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(B)	<del>assess causes and effects of conflicts between groups of people, including modern genocides and terrorism;</del>	Incorporated with new 2(B)
(C)	<del>identify examples of cultures that maintain traditional ways, including traditional economies; and</del>	Incorporated with new 7(A)?
(D)	<del>evaluate the spread of cultural traits to find examples of cultural convergence and divergence such as the spread of democratic ideas, language, foods, technology, or global sports.</del>	Incorporated with new 2(C)
(19)	<del>Science, technology, and society. The student understands the impact of technology and human modifications on the physical environment. The student is expected to:</del>	strand removed
(A)	<del>evaluate the significance of major technological innovations in the areas of transportation and energy that have been used to modify the physical environment;</del>	Incorporated with new 3(B)
(B)	<del>analyze ways technological innovations such as air conditioning and desalinization have allowed humans to adapt to places; and</del>	Incorporated with new 3(A) and (B)
(C)	<del>analyze the environmental, economic, and social impacts of advances in technology on agriculture and natural resources.</del>	Incorporated with new 3(B), 6(A), and 9(A)
(20)	<del>Science, technology, and society. The student understands how current technology affects human interaction. The student is expected to:</del>	Strand removed
(A)	<del>describe the impact of new information technologies such as the Internet, Global Positioning System (GPS), or Geographic Information Systems (GIS); and</del>	Incorporated into new social studies skills
(B)	<del>examine the economic, environmental, and social effects of technology such as medical advancements or changing trade patterns on societies at different levels of development.</del>	Incorporated into new social studies skills and new 2(B)
(21)	Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to:	<b>TEA Comment:</b> The social studies skills strand and student expectations will be drafted by another work group.
(A)	analyze and evaluate the validity and utility of multiple sources of geographic information such as primary and secondary sources, aerial photographs, and maps;	
(B)	identify places of contemporary geopolitical significance on a map;	



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(C)	create and interpret different types of maps to answer geographic questions, infer relationships, and analyze change;	
(D)	analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections over time; and	
(E)	identify different points of view about an issue or current topic.	
(22)	Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	
(A)	create appropriate graphics such as maps, diagrams, tables, and graphs to communicate geographic features, distributions, and relationships;	
(B)	generate summaries, generalizations, and thesis statements supported by evidence;	
(C)	use social studies terminology correctly; and	
(D)	create original work using effective written communication skills, including proper citations and understanding and avoiding plagiarism.	
(23)	Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to:	
(A)	plan, organize, and complete a research project that involves asking geographic questions; acquiring, organizing, and analyzing information; answering questions; and communicating results;	
(B)	use case studies and GIS to identify contemporary challenges and to answer real-world questions; and	
(C)	use problem-solving and decision-making processes 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.	