

DRAFT Proposed Revisions
Texas Essential Knowledge and Skills

World Geography Studies

Prepared by the State Board of Education TEKS Review Committees

October 17, 2009

These documents have been formatted for consistency and for ease of review.

Proposed additions are shown in green font with underlines and proposed deletions are shown in red font with strike throughs.

Comments in the margin provide explanations for proposed changes. The following notations were used as part of the explanations:

BSG = information added, changed or deleted based on broad strokes guidance
CRS = information added or changed to align with College Readiness Standards
ER = information added, changed or deleted based on expert reviewer feedback
IF = information added, changed or deleted based on informal feedback
MV = multiple viewpoints from within the committee

§113.34. World Geography Studies (One Credit).

(a) General requirements. Students shall be awarded one unit of credit for successful completion of this course.

(b) Introduction.

(1) In World Geography Studies, students examine people, places, and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography. Students describe the influence of geography on events of the past and present with emphasis on contemporary issues. A significant portion of the course centers around the physical processes that shape patterns in the physical environment; the characteristics of major ~~land forms~~-landforms, climates, and ecosystems and their interrelationships; the political, economic, and social processes that shape cultural patterns of regions; types and patterns of settlement; the distribution and movement of world population; relationships among people, places, and environments; and the concept of region. Students analyze how location affects economic activities in different economic systems ~~throughout the world~~. 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 analyze the impact of technology and human modifications on the physical environment. Students use problem-solving and decision-making skills to ask and answer geographic questions.

Comment [A1]: ER-“Stronger emphasis on practical news-driven geography”
BSG-“Address global events that are occurring right now”

(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.

Comment [A2]: Redundant

(3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the geography and social studies skills strands 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.

Comment [A3]: Changed from “sketch” to “map sketch” for clarification and to align with the national standards

(4) 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, §28.002(h).

(5) State and federal laws mandate a variety of celebrations and observances including Celebrate Freedom Week. Each social studies class shall include, during Celebrate Freedom Week as provided under Texas Education Code, §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 United States 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 United States Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.

Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subsection (a) of this section, students in Grades 3-12 study and recite the following text: "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."

(c) Knowledge and skills.

(1) History. The student understands how ~~geographic contexts~~ the geography of places in the past and processes of spatial exchange (diffusion) influenced events in the past and helped to shape the present. The student is expected to:

Comment [A4]: BSG-Unnecessary language, repetitive as described in "ensure student expectations are concise, clear"

(A) analyze the effects of physical and human geographic patterns and processes on ~~events in~~ the past and describe their ~~impact on the present~~ effects on present conditions, including significant physical features and environmental conditions that influenced migration patterns ~~in the past~~ and shaped the distribution of culture groups today; and

Comment [A5]: BSG&CRS- Unnecessary language, repetitive; addresses the CRS concern III A(1)- greater emphasis on spatial patterns

(B) trace the spatial diffusion of ~~a phenomenon~~ phenomena such as the Columbian Exchange or the diffusion of American popular culture, and describe ~~its~~ the effects on regions of contact. ~~such as the spread of bubonic plague, the Columbian Exchange diffusion and exchange of foods between the New and Old Worlds, or the diffusion of American popular culture slang~~

Comment [A6]: BSG-Using correct vocabulary

Comment [A7]: BSG-Terminology too narrow, does not fully address topic

Comment [A8]: BSG-Changed order in interest of clarity and accuracy

(2) History. The student understands how people, places, and environments have changed over time and the effects of these changes ~~on history~~. The student is expected to:

Comment [A9]: Repetitive, unnecessary

(A) describe the human and physical characteristics of the same ~~place at different periods of history~~ regions at different periods of time to evaluate relationships between past events and current conditions; and

Comment [A10]: BSG-Change necessary to clarify expectation; CRS-states I A(3) analyze how physical and cultural processes have shaped human communities over time.

(B) ~~assess how people's changing perceptions of geographic features have led to changes in human societies~~ explain how changes in societies have led to diverse uses of physical features.

Comment [A11]: BSG-Change necessary to clarify expectation and "ensure student expectations are concise, clear" Professional development is recommended to provide examples of SE

(3) Geography. ~~Such as~~ The student understands how physical processes shape patterns in the physical environment. ~~(lithosphere, atmosphere, hydrosphere, and biosphere), including how Earth-Sun relationships affect physical processes and patterns on Earth's surface.~~ The student is expected to:

Comment [A12]: Moved to student expectation (SE)

(A) ~~attribute occurrences of weather phenomena and climate~~ explain weather conditions and climate in relation to annual changes in Earth-Sun relationships;

Comment [A13]: BSG-Change necessary to clarify expectation

(B) describe the ~~environmental characteristics, physical environment of regions and the physical processes that affect these regions such as~~ the environments of regions including weather, tectonic forces, ~~erosion, wave action, freezing and thawing, gravity,~~ and soil-building processes; and

Comment [A14]: BSG-Using correct vocabulary

(C) examine the physical processes that affect the lithosphere, atmosphere, hydrosphere and biosphere.

Comment [A15]: Too specific to include in the knowledge and skills statement

(4) 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:

~~(A) explain the distribution of different types of climate in terms of patterns of temperature, wind, and precipitation and the factors that influence climate regions such as elevation, latitude, location near warm and cold ocean currents, position on a continent, and mountain barriers;~~ (A) explain how elevation, latitude, wind systems, ocean currents, position on a continent, and mountain barriers influence temperature, precipitation, and distribution of climate regions;

Comment [A16]: BSG-Change necessary to clarify expectation and "ensure student expectations are concise, clear"

~~(B) relate the physical processes to the development of distinctive land forms; and (B) describe different landforms and the physical processes that cause their development;~~ and

Comment [A17]: BSG-Change necessary to clarify expectation and "ensure student expectations are concise, clear"

(C) explain the influence of climate on the distribution of biomes plants and animals in different regions ~~of the world. using the relationships among, vegetation, soil, and geology.~~

Comment [A18]: BSG- Change necessary to clarify expectation and "ensure student expectations are concise, clear"

(5) 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:

(A) analyze how the character of a place is related to its political, economic, social, and cultural characteristics elements; and

Comment [A19]: BSG-"Ensure student expectations are concise, clear"

(B) interpret analyze political, economic, social, and demographic indicators (GDP per capita, life expectancy, literacy, infant mortality) to determine the level of development and standard of living in nations using the terms Human Development Index; less developed, newly industrialized and more developed.

Comment [A20]: Rather than two "analyze" in a row, changed to interpret which is same level and more appropriate to concepts

Comment [A21]: BSG- Specifics inserted in consideration of assessment and to improve vertical alignment with Grade 6 and Economics

(6) Geography. ~~The student understands the types and patterns of settlement, the factors that affect where people settle, and processes of settlement development over time. The student understands the types, patterns and processes of settlement.~~ The student is expected to:

Comment [A22]: BSG&CRS-Using correct vocabulary; CRS III A (1) "Placing emphasis on spatial patterns of communities within political boundaries"

ER- Committee decided to maintain terminology with input from expert reviewer Dr. Kracht – see Explanations for text-Committee notes that National Geographic Standards use the terms "developing" and "developed," but the decision to use the terminology here was based on input from college professors.

~~(A) locate settlements and observe patterns in the size and distribution of cities using maps, graphics, and other information; and (A) locate and describe human and physical features that influence the size and distribution of settlements; and~~

Comment [A23]: BSG- Elements moved to SE; needed to clarify knowledge and skills; "over time" implied in "changes" in SE (B)

~~(B) explain the processes that have caused cities to grow such as location along transportation routes, availability of resources that have attracted settlers and economic activities, and continued access to other cities and resources. (B) explain the processes that have caused changes in settlement patterns including urbanization, transportation, access to and availability of resources, and economic activities.~~

Comment [A24]: CRS-CRS I A(6) states "analyze the relationship between geography and the development of human communities" Removing methodology of "using maps, graphics"

(7) Geography. The student understands the growth, distribution, movement, and characteristics of world population. The student is expected to:

Comment [A25]: BSG-"Ensure student expectations are concise, clear" and use correct vocabulary

(A) construct and analyze population pyramids and use other data, graphics, and maps to describe the population characteristics of different societies and to predict future growth population trends;

Comment [A26]: Inaccurate, not all populations grow

(B) explain how ~~the~~ political, economic, social, and environmental push and pull factors and physical geography affect the routes and flows of human migration; and factors that contribute to human migration such as how national and international migrations are shaped by push and pull factors and how physical geography affects the routes, flows, and destinations of migration;

Comment [A27]: BSG-"Ensure student expectations are concise, clear"

(C) describe trends in past world population growth and distribution; and

(D) examine benefits and challenges of globalization including connectivity, standard of living, pandemics and loss of local culture.

Comment [A28]: CRS- "Analyze how and why diverse communities interact and become dependent on each other." CRS IIIA3- important terminology. This SE will need to be addressed in professional development discussions.

~~(D) develop and defend hypotheses on likely population patterns for the future.~~

(8) Geography. The student understands how people, places, and environments are connected and interdependent. The student is expected to:

~~(A) explain the interrelationships among physical and human processes that shape the geographic characteristics of places such as connections among economic development, urbanization, population growth, and environmental change;~~

Comment [A30]: (A) was deleted because all topics covered in other SE – 6(B), 8(C), 8(D).

~~(B) (A) compare ways that humans depend on, adapt to, and modify the physical environment including the influences of culture and technology; using local, state, national, and international human activities in a variety of cultural and technological contexts;~~

Comment [A31]: BSG-“Ensure student expectations are concise, clear”

~~(C) (B) describe the interaction between humans and the physical environment and analyze the consequences of extreme weather and other natural disasters impact of and analyze the reaction of the environment to abnormal and/or hazardous environmental conditions at different scales such as El Niño, floods, droughts and hurricanes tsunamis and volcanoes; and~~

Comment [A32]: BSG-“Ensure student expectations are concise, clear”
Changed examples to reflect a broader range of disasters

~~(D) (C) analyze statistical and other data to infer the effects of physical and human processes on patterns of settlement, population distribution, evaluate the economic and political relationships between settlements and the environment, including sustainable development and renewable/non-renewable resources distribution.~~

Comment [A33]: BSG-“Ensure student expectations are concise, clear”

Using correct vocabulary plus address global events that are occurring right now
ER-points out that “human processes” is a confusing term
CRS-“The TEKS verbs are at the lower end of Bloom’s Taxonomy and not at the evaluation level.”
CRS I C (1)

(9) Geography. The student understands the concept of region as an area of Earth’s surface with related unifying geographic characteristics. The student is expected to:

(A) identify physical and/or human factors that constitute a region such as soils, climate, vegetation, language, trade networks, political units, river systems, and religion; and

Comment [A34]: BSG-“Ensure student expectations are concise, clear”, use correct vocabulary

~~(B) identify examples of describe different types of regions including the differences among formal, functional, and perceptual regions.~~

Comment [A35]: Regions may have both human and physical elements or may have only physical or human, necessary change for accuracy.
“Soils” appears in WG 4(C).

Comment [A36]: “Political units” a more common and important example

(10) Economics. The student understands the distribution, characteristics and interactions of the economic systems throughout in the world. The student is expected to:

Comment [A37]: BSG-“Ensure student expectations are concise, clear”

(A) describe the characteristics of traditional, command, and market economies; describe the forces that determine the distribution of goods and services in free-enterprise (capitalism, free market), socialist and communist economic systems; and

Comment [A38]: BSG-Added to include important concept of global trade

Comment [A39]: This topic should be discussed during professional development;
ER-Suggested use of term capitalism
BSG-Use correct terminology
Use of multiple terms to assist with vertical alignment between 6th and economics
MV- Two of the 7 reviewers are concerned that multiple terms could be confusing

~~(B) classify where specific countries fall along the economic spectrum between free enterprise (capitalism, free market) and communism; explain how traditional, command, and market economies operate in specific countries;~~

Comment [A40]: BSG-Added to help clarify between concepts in (A) and real world situations in (B);
ER-“Changes in economic patterns necessitate modification of the student expectations”

(C) compare the ways people satisfy their basic needs through the production of goods and services such as subsistence agriculture versus market-oriented commercial agriculture or cottage industries versus commercial industries; and

Comment [A41]: “Operate in specific countries” moved to SE 10(A)

Comment [A42]: “Commercial” is more current and commonly used.

(D) compare global trade patterns over time and examine the implications of globalization including outsourcing and free trade zones.

Comment [A43]: ER-Added term globalization and outsourcing because a reviewer recommended use of accurate and up to date content and terminology

(11) Economics. The student understands ~~the reasons for the location of~~ how geography influences economic activities. ~~(primary, secondary, tertiary, and quaternary) in different economic systems;~~ The student is expected to:

Comment [A44]: BSG- The committee removed the narrow element of location to broaden the TEKS. The committee moved the primary, etc. terminology to the SE because it is specific.

(A) understand the connections between levels of development and economic activities (primary, secondary, tertiary and quaternary); ~~map the locations of different types of economic activities;~~

Comment [A45]: Location covered in 11(B), redundant
Committee restored primary, secondary, tertiary and quaternary at suggestion of expert reviewer Dr. Kracht - see full text in Explanations.
Committee suggests these terms be a focus for professional development.
- committee recognizes that quinary is also used along with the other terms but decided to leave it out because it is not widely used

(B) identify ~~examine~~ factors affecting the location of different types of economic activities including subsistence, natural resources, manufacturing, agriculture, services and cottage industry; and

Comment [A46]: BSG-Specific terms added to clarify;
Increased difficulty based on Bloom's Taxonomy

(C) describe ~~assess~~ how changes in climate, resources and infrastructure (technology, transportation, and communication) affect the location and patterns of economic activities.

Comment [A47]: CRS-Suggested increased difficulty so changed verb
Climate and resources added because necessary to bring in important geography elements

(12) Economics. The student understands the economic importance of, and issues related to, the location and management of ~~key natural~~ resources. The student is expected to:

Comment [A48]: Move specificity to the student expectation

(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 compare global trade patterns at different periods of time and develop hypotheses to explain changes that have occurred in world trade and the implications of these changes;

Comment [A49]: BSG&CRS-Need analysis level Bloom's Taxonomy and address international economics;
Order of all SEs was changed to a more logical sequence;
"Capital" was changed to "money" to clarify and for vertical alignment with economics
Original concept was moved to 10(D)

(B) evaluate the geographic and economic impact of policies related to the development, use and scarcity of natural resources, such as regulations of water. ~~analyze how the creation and distribution of resources affect the location and patterns of movement of products, capital, and people; and~~

Comment [A50]: BSG-Added scarcity for vertical alignment with Grade 6 to use correct vocabulary

(C) evaluate the geographic and economic impact of policies related to the use of resources such as regulations for water use or policies related to the development of scarce natural resources;

Comment [A51]: Concepts moved to 12(B) because better content fit

(13) Government. The student understands the spatial characteristics of a variety of global political units. The student is expected to:

Comment [A52]: BSG&CRS-CRS III A1
"Greater emphasis placed on spatial patterns;"
Words added for clarification

(A) interpret maps to explain the division of land into separate political units such as cities, states, or countries including man-made and natural borders; and prepare maps that illustrate a variety of political entities such as city maps showing precincts, country maps showing states, or continental maps showing countries; and

Comment [A53]: BSG&ER-"Prepare maps" is methodology.
Terms were unnecessarily specific, and "ensure student expectations are concise, clear."
"Man-made and natural borders" added to clarify and add correct terminology.

(B) compare maps of voting patterns or political boundaries to make inferences about the distribution of political power.

(14) Government. The student understands the geographic processes that influence political divisions, relationships, and policies. The student is expected to:

Comment [A54]: "Geographic" unnecessarily specific; there are many types of processes

(A) analyze current events to infer the physical and human processes that lead to the formation of boundaries and other political divisions;

Comment [A55]: ER- Recommends "practical, news driven geography"

(B) compare how democracy, dictatorship, monarchy, republic, theocracy and totalitarian systems operate in specific countries; and explain how forces of conflict and cooperation influence the allocation of control of Earth's surface such as the formation of congressional voting districts or free trade zones; and

Comment [A56]: Specific government types necessary for clarification and to make assessment more effective;
Terminology used for vertical alignment.

(C) analyze the human and physical factors that influence the power to control territory, create conflict/war and that impact international political relations such as the United Nations (UN), the European Union (EU), or the control of resources; explain the geographic factors that influence a nation's power to control territory and that shape the foreign policies and international political relations of selected nations such as Iraq, Israel, Japan, and the United Kingdom.

Comment [A57]: Repetitive to 14(A); "free trade zones" added to 12(C)

(15) Citizenship. The student understands how geography affects different points of view on public issues and policies. The student understands how different points of view influence the development of public policies and decision-making processes on local, state, national, and international levels. The student is expected to:

Comment [A58]: Removed references to specific countries because key countries change, for example, China and Iran are important today but this may change
BSG-"Address global events that are occurring right now" – teachers need flexibility to change with the issues
Added specifics for assessment purposes

(A) identify and give examples of different points of view that influence the development of public policies and decision-making processes on local, state, national, and international levels;

Comment [A59]: BSG-"Local, state, national and international" unnecessary, trying to make it more concise and include concept of geography

(C)(A) compare the effects of different social, economic, and political points of view on about public geographic issues and policies; and

Comment [A60]: Removed (A) because it is repetitive with 15(B) as both deal with point of view, we kept the one that is the higher level

(B) explain how citizenship practices, public policies, and decision making may be influenced by cultural beliefs including nationalism and patriotism. compare different points of view on geographic issues;

Comment [A61]: "Geographic" unnecessarily specific; there are many types of processes

Comment [A62]: BSG-Reversed (B) and (C) because of logical progression, policy follows point of view; needed to clarify language

Comment [A63]: Added important terminology; Statute TEC 28.002 "importance of patriotism"

Comment [A64]: "Geographic" unnecessarily specific; there are many types of processes

(16) 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:

(A) describe how physical geography, human adaption and technology influence culture and impact 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;

Comment [A65]: BSG&ER-“Ensure student expectations are concise, clear”

(B) describe elements of culture including entertainment, food, language, religion, recreation, and fashion;

Comment [A66]: ER-Recommended use of accurate and up to date content and terminology – these represent standard elements of cultural

~~(B)~~ (C) explain give examples of ways various groups of people perceive the characteristics of their own and other view cultures, places, and regions differently; and

Comment [A67]: BSG&CRS-“Explain” is higher level of Bloom’s Taxonomy than “give examples;” Added “their own and other” to highlight different cultural perceptions both within and between cultures; CRS III A(3) “how and why diverse communities interact” “Address global events that are occurring right now”

~~(C)~~ (D) compare life in a variety of urban and rural areas ~~cities and nations~~ in the world to evaluate ~~the relationships involved in~~ political, economic, social, and environmental changes.

Comment [A68]: Added “urban and rural” as key geographic terminology ER-culture SE unclear Committee discussed using regions instead of areas

(17) Culture. The student understands the distribution, patterns, and characteristics of different cultures. The student is expected to:

(A) describe and compare patterns of culture such as language, religion, land use, ~~systems of~~ education, and customs that make specific regions of the world distinctive;

(B) compare major world religions and their spatial distribution including animism, Buddhism, Christianity, Hinduism, Islam, Judaism, and Sikhism;

Comment [A69]: BSG-added list of religions for clarity in assessment; Listed religions in alphabetical order Spatial distribution important element in geography IF-Added “Sikhism” at request of numerous comments during informal feedback

~~(B)~~ (C) compare economic, political, or social opportunities in different cultures for women, ethnic and religious minorities, and other underrepresented populations; ~~in selected regions of the world;~~ and

Comment [A70]: Phrase “in selected regions of the world” unnecessary unless regions are listed

(D) evaluate the experiences and contributions of diverse groups to multicultural societies;

Comment [A71]: CRS-Taken directly from CRS II A (2);

(18) Culture. The student understands the ways in which cultures change and maintain continuity. The student is expected to:

(A) ~~describe~~ analyze cultural changes in specific regions caused by the impact of general processes such as migration, war, trade, ~~independent inventions~~ innovations, and diffusion ~~of ideas and motivations on cultural change;~~

Comment [A72]: Changed from invention to innovation at suggestion from informal feedback that “inventions do not cause cultural change unless they are innovative enough and usage is widespread.”

(B) analyze cultural changes in specific regions; assess causes, effects and perceptions of conflicts between groups of people including modern genocides and terrorism;

Comment [A73]: BSG-Combined A and B to make it more clear and concise; Maintained higher level of Bloom’s Taxonomy Eliminated extraneous words

(C) analyze identify examples of cultures that maintain traditional ways including traditional economies; and

Comment [A74]: ER- Recommends “practical, news driven geography;” Genocide and terrorism are important vocabulary terms.

Comment [A75]: Higher level not necessary for this concept; moved from SE 10(B) MV–One member disagreed with adding “traditional economies: as they are disappearing

(D) evaluate ~~case studies of~~ the spread of cultural traits to find examples of cultural convergence and divergence such as the spread of democratic ideas, U.S.-based fast-food franchises ~~in Russia and Eastern Europe~~, or the English language, the spread of technology or global sports, ~~as a major medium of international communication for scientists and business people.~~

Comment [A76]: "Case studies" is methodology and will be moved to skills section.

Comment [A77]: Eliminated unnecessary language;
Added technology and sports as important current cases of diffusion

(19) Science, technology, and society. The student understands the impact of technology and human modifications on the physical environment. The student is expected to:

(A) evaluate the significance of major technological innovations in the areas of transportation and energy, ~~including fire, steam power, diesel machinery, and electricity~~ that have been used to modify the physical environment; ~~and~~

Comment [A78]: BSG-"Address global events that are occurring right now"

Comment [A79]: Removed specific list because many were historical. The committee wanted to leave room for new innovations that may be developed after the TEKS are adopted; ER-suggestion that "at the secondary level there are many SEs that are too big and complicated to be successfully taught or learned." The committee feels that historical advancements require context to understand and therefore require a large amount of time to do well

(B) analyze ways technological innovations have allowed humans to adapt to places such as air conditioning and desalinization; ~~and~~ shaped by physical processes such as floods, earthquakes, and hurricanes.

(C) examine the environmental, economic and social impacts of advances in technology on agriculture and natural resources.

Comment [A80]: The committee added a "such as" because there are many technologies that apply, but the committee wanted to give teachers some direction for examples, one other possibility was levees

(20) Science, technology, and society. The student understands how current technology affects human interaction, ~~definitions of, access to, and use of resources~~. The student is expected to:

Comment [A81]: Changed to reflect human adaptations rather than natural elements

Comment [A82]: The committee moved these concepts from 20 to keep 19 a more physical connection; the previous TEKS mentioned consequences and changed it to impacts to allow for positive or negative.

(A) describe the impact of new information technologies such as the Internet, Global Positioning System (GPS) or Geography Information Systems (GIS); and ~~describe the impact of new technologies, new markets, and revised perceptions of resources; and~~

Comment [A83]: Changed to focus on human side as 19 focuses on physical; Focus on current technology to limit the scope to an amount that is possible to examine in depth and tried to provide guidance for assessment with "such as" examples

(B) examine the economic, environmental and social effects of technology such as medical advancements or changing trade patterns on societies at different levels of development, ~~analyze the role of technology in agriculture and other primary economic activities and identify the environmental consequences of the changes that have taken place.~~

Comment [A84]: CRS-"List and explain the significance of various technologies" CRS I C (1)

Comment [A85]: CRS-"Connect regional or local developments to global ones." CRS III A(2) These are critical topics in the changing world for countries at all levels of development.

Comment [A86]: Concepts moved to 19 as a primarily physical TEKS while 19 was changed to reflect changes impacting human interaction

(21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources ~~including electronic technology~~. The student is expected to:

(A) interpret reference and thematic maps using map elements including latitude and longitude to determine absolute location;

(B) ~~(A)~~ use historical, geographic, and statistical information from a variety of sources such as databases ~~(graphs, charts), photographs, GIS field interviews,~~ and media services, ~~and questionnaires to answer geographic questions and~~ infer geographic relationships and solve geographic problems;

(C) ~~(B)~~ analyze and evaluate the context, bias, validity and utility of a variety of multiple sources of geographic information such as primary and secondary sources; ~~aerial photographs, and maps;~~

(D) ~~(C)~~ locate places of contemporary geopolitical significance on a map; and

(E) ~~(D)~~ construct ~~create~~ and interpret different types of maps to answer geographic questions, infer ~~geographic~~ relationships, and analyze ~~geographic~~ changes;

~~(D)~~ apply basic statistical concepts and analytical methods such as computer-based spreadsheets and statistical software to analyze geographic data;

~~(E)~~ use a series of maps, including a computer-based geographic information system, to obtain and analyze data needed to solve geographic and locational problems;

(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(A) design and draw appropriate ~~maps and other~~ graphics such as ~~sketch~~ maps, diagrams, tables, and graphs to communicate ~~present~~ geographic ~~information including~~ geographic features, ~~geographic~~ distributions, and ~~geographic~~ relationships;

(B) generate summaries, generalizations and thesis statements supported by evidence; ~~apply appropriate vocabulary, geographic models, generalizations, theories, and skills to present geographic information;~~

(C) use geographic terminology correctly;

(D) use standard grammar, spelling, sentence structure, and punctuation: and

Comment [A87]: Because of the examples given in the SE, using information technology is understood and unnecessary

Comment [A88]: Committee felt basic maps skills were needed

Comment [A89]: BSG-Added for clarification

Comment [A90]: Moved from (B)

Comment [A91]: BSG-The committee combined SE (A) and (E) to make it concise and removed outdated methods. ER-Suggested greater emphasis on skill development as high quality teaching, and this is particularly important with the range of research now available to students

Comment [A92]: Unnecessary to have two verbs

Comment [A93]: CRS-"Evaluate sources for multiple perspectives" CRS IV A (2) says "Situate an informational source in its appropriate contexts"

Comment [A94]: Unnecessary wording

Comment [A95]: Concepts moved to (D)

Comment [A96]: ER-"There needs to be an increased emphasis on locating nations within a framework of contemporary news" and "an emphasis on repetitive geography."

Comment [A97]: "Create" is highest level of Bloom's Taxonomy and changed from construct because it is more clear; Important to examine a variety of types of maps, not just political

Comment [A98]: Removed redundant use of geographic

Comment [A99]: Content is dated and overly specific, also use of technology addressed in SE (A)

Comment [A100]: Combined with SE (A)

Comment [A101]: BSG&ER- "Ensure student expectations are concise, clear"

Comment [A102]: CRS-"Construct a thesis that is supported by evidence." CRS IV D (1)

Comment [A103]: Vocabulary is located in (C), other terms inappropriate, unnecessary or found elsewhere. CRS-"Construct a thesis that is supported by evidence" CRS IV D (1)

(E) create original work using 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, in a variety of settings. The student is expected to:

(A) plan, organize, and complete a group research project that involves asking geographic questions; acquiring, organizing, and analyzing geographic information; answering geographic questions, and communicating results;

(B) use case studies and GIS geographic information systems to identify contemporary challenges geographic problems and issues and to apply geographic knowledge and skills to answer real-world questions; and

(C) use a problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages and evaluate ways to address the issue. choose and implement a solution, and evaluate the effectiveness of the solution;

(D) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

Comment [A104]: CRS-“Social Studies skills should include the definition of plagiarism and a proper format for source citations, including electronic sources.” CRS V B (1)

Comment [A105]: Mandating a group research project is methodology and is not appropriate for diverse educational settings.

Comment [A106]: Eliminated redundant terminology

Comment [A107]: Eliminated redundant language

Comment [A108]: It is methodology and impractical to ask students to implement and evaluate a solution.

Comment [A109]: (D) was redundant with (C). The committee moved “decision-making” to (C) to combine the concepts.

Source: The provisions of this §113.34 adopted to be effective September 1, 1998, 22 TexReg 7684.

DRAFT