

Work Group C Recommendations
Social Studies, Texas Essential Knowledge and Skills
Geography, Grade 6 and High School, History and Geography Strands

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

April 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 **Geography, Grade 6 and 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 right-hand column provide explanations for the proposed changes. The following notations were used as part of the explanations:

CRS—information added or changed to align with the Texas College and Career Readiness Standards (CCRS)

MV—multiple viewpoints from within the committee

VA—information changed, or deleted to increase vertical alignment

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

TEKS with edits		Work Group Comments/Rationale	Instructional Time Reduction
(b)	Knowledge and skills.		
(1)	History. The student understands that historical events influence contemporary events. The student is expected to:		
(A)	trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as invasion, conquests , colonization, immigration, and trade; and	Colonization implies invasion and conquest and perhaps this deletion will keep the class focused on contemporary issues. (Clarification)	500 minutes
(B)	analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions.		
(2)	History. The student understands the influences of individuals and groups from various cultures on various historical and contemporary societies. The student is expected to:		
(A)	identify and describe the influence of individual or group achievements on various historical or contemporary societies such as the classical Greeks on government and the American Revolution on the French Revolution ; and	Focus on contemporary society. The government connection with the Greeks will occur in 12(C) therefore, getting rid of the redundancy. For those who spent time teaching the French Revolution specifically this now allows them to cluster this SE with any other appropriate SE.	45 minutes
(B)	evaluate the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present.		
(3)	Geography. The student uses geographic tools <i>such as maps, graphs, charts, models, and databases</i> to answer geographic questions. The student is expected to:	Moved from 3(B).	Noted at 3(B)
(A)	pose and answer geographic questions, including: Where is it located? Why is it there? What is significant about its location? How is its location related to the location of other people, places, and environments? <i>Using latitude and longitude, where is it located?</i> ;	Clarification on this SE and a move from 4(A) Streamlining the concept and saving time. It is not necessary for students to pose questions associated with this SE, because they are already written. We added the new, because it is a geographic question.	70 minutes (time saved by not posing questions) Time saved for the moved information is noted in 4(A).
(B)	pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, charts, models, and databases ;	The crossed out words were moved to the Knowledge and Skill statement (3). Moved because these are tools to be used for all SE's that are with the Knowledge and Skill statement (3).	70 minutes

(C)	compare various world regions and countries using data from geographic tools, <i>including maps, graphs, charts, databases, and models</i> ; and	The crossed out words were moved to the Knowledge and Skill statement (3).	70 minutes
(D)	create <i>geographic tools such as regional sketch maps</i> , thematic maps, graphs, charts, models, and databases depicting aspects such as population, disease, and economic activities of various world regions and countries.	Clarification that this SE is a choice and not asking students to do all of the geographic tools. Portion of this SE came from 4(E)	1000 minutes
(4)	Geography. The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and/or globes and uses latitude and longitude to determine absolute locations . The student is expected to:	Deleted to reflect the movement of 4(A) to 3(A), which allows this Knowledge and Skill statement to be more focused on factors that influence the locations and characteristics of locations of various contemporary societies	
(A)	locate various contemporary societies on maps and globes using latitude and longitude to determine absolute location;	The concept is moved to 3(A) For future revisions, suggest replacing this SE with “climate regions”.	140 minutes
(A) (B)	identify and explain the geographic factors responsible for patterns of population in places and regions;		
(B) (E)	explain ways in which human migration influences the character of places and regions;		
(C) (D)	identify and locate major physical and human geographic features such as landforms, water bodies, and urban centers of various places and regions; <i>and</i>		
(E)	draw sketch maps that illustrate various places and regions; and	Moved to 3(D) to reduce redundancy to make this optional.	1025 minutes
(D) (F)	identify the location of major world countries <i>for each of the world regions</i> such as Canada, Mexico, France, Germany, the United Kingdom, Italy, Spain, Norway, Sweden, Russia, South Africa, Nigeria, Iraq, Afghanistan, Israel, Iran, India, Pakistan, the People’s Republic of China, the Republic of China (Taiwan), Japan, North and South Korea, Indonesia, and Australia.	Clarification and streamlining of the SE. This allows for the flexibility of a contemporary world cultures course. For future consideration –Please note that mapping the location is important for each region. We would like to add the word “and map”	600 minutes
(5)	Geography. The student understands how geographic factors influence the economic development, <i>and</i> political relationships, and policies of societies. The student is expected to:	Clarification of SE. The concept of “political policies” is too complex for the amount of time and grade level.	630 minutes
(A)	identify and explain the geographic factors responsible for the location of economic activities in places and regions; <i>and</i>		

(B)	identify geographic factors such as location, physical features, transportation corridors and barriers, and distribution of natural resources that influence a society's <u>political relationships</u> . ability to control territory; and	Clarification of the SE. The terminology “Political Relationships” is thoroughly covered in state adopted material. “Political relationships” is more flexible and open ended than the “ability to control territory”.	70 minutes
(C)	explain the impact of geographic factors on economic development and the domestic and foreign policies of societies.	Redundant this is covered in 5(A) and 5(B)	630 minutes
(6)	Geography. The student understands that geographical patterns result from physical environmental processes. The student is expected to:	Being addressed in 6 th grade Science	2,165 minutes for all SEs under 6
(A)	describe and explain the effects of physical environmental processes such as erosion, ocean currents, and earthquakes on Earth's surface;	The description of physical environmental process is being addressed in 6 th grade science.	
(B)	identify the location of renewable and nonrenewable natural resources such as fresh water, fossil fuels, fertile soils, and timber; and	Being addressed in 8(A) Redundant	
(C)	analyze the effects of the interaction of physical processes and the environment on humans.	Bumped down to 7 as a new 7(A), because it is a more appropriate fit.	0 minutes, moved to the new 7(A)
(6) (7)	Geography. The student understands the impact of interactions between people and the physical environment on the development and conditions of places and regions. The student is expected to:		
(A)	analyze the effects of the interaction of physical processes and the environment on humans;	Because 7 is all about interactions this is a more appropriate fit. (Moved from 6 (C))	0 minutes, Moved from 6 (C)
(B) (A)	identify and analyze ways people have adapted to the physical environment in various places and regions;		
(C) (B)	identify and analyze ways people have modified the physical environment such as mining, irrigation, and transportation infrastructure; and		
(D) (C)	describe ways in which technology influences human- <u>environment</u> interactions with the environment such as humans building dams for flood control.	Clarification and more congruent with Geography concepts. Now the SE is not tied to one example and is more flexible.	75 minutes

§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.		
(1)	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:		
(A)	analyze the effects of physical and human geographic patterns and processes on the past and describe their impact on the present, including significant physical features and environmental conditions that <u>have</u> influenced migration patterns and shaped the distribution of culture groups today; and	Deleted to clarify the focus of the SE. The purpose of the history SE's in a geography course is more of an overview, not in depth because that will be covered in a World History course.	1,000 minutes
(B)	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.		
(2)	History. The student understands how people, places, and environments have changed over time and the effects of these changes. The student is expected to:		
(A)	describe the human and physical characteristics of the same regions at different periods of time to evaluate relationships between past events and current conditions; and		
(B)	explain how changes in societies <u>such as population shifts, technological advancements, and environmental policies</u> have led to diverse uses of physical features <u>over time such as terrace farming, dams, polders</u> .	Clarified the SE to narrow the focus on historical events and add specificity to ensure that geography teachers will not overlap the SE's that are covered in World History.	336 minutes
(3)	Geography. The student understands how physical processes shape patterns in the physical environment. The student is expected to:		
(A)	explain weather conditions and climate in relation to annual changes in Earth-Sun relationships;		
(B)	describe the physical processes that affect the environments of regions, including weather, tectonic forces, erosion, and soil-building processes; and		

(C)	examine the physical processes that affect the lithosphere, atmosphere, hydrosphere, and biosphere such as hurricanes, El Niño, earthquakes, and volcanos .	Clarification, adding “such as” to narrow focus so that geography teachers will not overlap Science SE’s.	30 minutes
(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 how elevation, latitude, wind systems, ocean currents, position on a continent, and mountain barriers influence temperature, precipitation, and distribution of climate regions;		
(B)	describe different landforms such as plains, mountains, and islands and the physical processes that cause their development; and	Clarification to narrow focus and gives more direction, by adding specific examples.	90 minutes
(C)	explain the influence of climate on the distribution of biomes in different regions.		
(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 elements; and		
(B)	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 terms Human Development Index, less developed, newly industrialized, and more developed.		
(6)	Geography. The student understands the types, patterns, and processes of settlement. The student is expected to:		
(A)	locate and describe human and physical features that influence the size and distribution of settlements; and		
(B)	explain the processes that have caused changes in settlement patterns, including urbanization, transportation, access to and availability of resources, and economic activities.		

(7)	Geography. The student understands the growth, distribution, movement, and characteristics of world population. The student is expected to:		
(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 population trends;	Deletion: in order to understand population pyramids, the emphasis needs to be on Analyze rather than constructing.	90 minutes
(B)	explain how <i>physical geography and push and pull factors, including</i> political, economic, social, and environmental <i>conditions, push and pull factors and physical geography</i> affect the routes and flows of human migration;	Clarifying the focus of the SE to eliminate confusion and put more emphasis on push/pull factors and physical geography.	30 minutes
(C)	describe trends in world population growth and distribution; and		
(D)	examine <u>how</u> benefits and challenges of globalization <u>affects</u> , including connectivity, standard of living, pandemics, and loss of local culture.	Clarified the language of the SE to improve the direction of instruction. Removes the confusion created by the word “including”. The broader term of “affect” will allow more flexibility in the classroom rather than “benefits and challenges”.	60 minutes
(8)	Geography. The student understands how people, places, and environments are connected and interdependent. The student is expected to:		
(A)	compare ways that humans depend on, adapt to, and modify the physical environment, including the influences of culture and technology;		
(B)	describe the interaction between humans and the physical environment and analyze the consequences of extreme weather and other natural disasters such as El Niño, floods, tsunamis, and volcanoes <u>on people and their environment</u> ; and	Deletion due to redundancy because it is covered in SE 8(A). Clarification to ensure the emphasis is on the human environmental connections.	240 minutes
(C)	evaluate the economic and political relationships between settlements and the environment, including sustainable development and renewable/non-renewable resources.		
(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)	identify physical and/or human factors such as climate, vegetation, language, trade networks, political units, river systems, and religion that constitute a region; and		

(B)	describe different types of regions, including formal, functional, and perceptual regions.		
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