



TEKS Curriculum Framework for STAAR Alternate

World Geography

STAAR Reporting Category 1 – History, Government, and Citizenship: The student will demonstrate an understanding of the ways geography influences history, political systems, political activity and civic processes.

TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations
<p>World Geography (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</p> <p>(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 influence migration patterns and shaped the distribution of culture groups today; Readiness Standard</p> <p>(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. Readiness Standard</p>	<p>Recognizes how geography and processes of diffusion influenced events in the past and shape the present.</p>

WG.1 Prerequisite Skills/Links to TEKS Vertical Alignment

<p><i>Historical Points of Reference</i></p> <ul style="list-style-type: none"> • explain the significance of the following dates: 1607, founding of Jamestown; 1620, arrival of the Pilgrims and signing of the Mayflower Compact; 1776, adoption of the Declaration of Independence; 1787, writing of the U.S. Constitution; 1803, Louisiana Purchase; and 1861–1865, Civil War • identify the major eras and events in U.S. history through 1877, including colonization, revolution, drafting of the Declaration of Independence, creation and ratification of the Constitution, religious revivals such as the Second Great Awakening, early republic, the Age of Jackson, westward expansion, reform movements, sectionalism, Civil War, and Reconstruction, and describe their causes and effects • apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods • explain the significance of the following dates: 1519, mapping of the Texas coast and first mainland Spanish settlement; 1718, founding of San Antonio; 1821, independence from Spain; 1836, Texas independence; 1845, annexation; 1861, Civil War begins; 1876, adoption of current state constitution; and 1901, discovery of oil at Spindletop

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WG.1	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> • identify the major eras in Texas history, describe their defining characteristics, and explain why historians divide the past into eras, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas • analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions • trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as invasion, conquests, colonization, immigration, and trade <p><i>Concepts of Time and Chronology</i></p> <ul style="list-style-type: none"> • apply the terms year, decade, and century to describe historical times • create and interpret timelines • use vocabulary related to chronology, including past, present, and future times • describe various evidence of the same time period using primary sources such as photographs, journals, and interviews • identify several sources of information about a given period or event such as reference materials, biographies, newspapers, and electronic sources • create and interpret timelines for events in the past and present • apply vocabulary related to chronology, including past, present, and future • describe the order of events by using designations of time periods such as historical and present times • create a calendar and simple timeline • describe and measure calendar time by days, weeks, months, and years • distinguish among past, present, and future • use vocabulary related to time and chronology, including before, after, next, first, last, yesterday, today, and tomorrow • place events in chronological order <p>People, past and present skills</p> <ul style="list-style-type: none"> • organize their life around events, time, and routines

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

STAAR Reporting Category 1 – History, Government, and Citizenship: The student will demonstrate an understanding of the ways geography influences history, political systems, political activity and civic processes.

TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations
<p>World Geography (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</p> <p>(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; Readiness Standard</p> <p>(B) explain how changes in societies have led to diverse uses of physical features. Supporting Standard</p>	<p>Recognizes how people, places, and environments have changed over time and the effects of these changes.</p>

WG.2 Prerequisite Skills/Links to TEKS Vertical Alignment

<p><i>Exploration and Development of Communities, Past and Present</i></p> <ul style="list-style-type: none"> • compare political, economic, religious, and social reasons for the establishment of the 13 English colonies • identify reasons for European exploration and colonization of North America • describe the accomplishments of significant individuals during the colonial period, including William Bradford, Anne Hutchinson, William Penn, John Smith, John Wise, and Roger Williams • explain when, where, and why groups of people explored, colonized, and settled in the United States, including the search for religious freedom and economic gain • identify the accomplishments and explain the economic motivations and impact of significant empresarios, including Stephen F. Austin and Martín de León, on the settlement of Texas • identify Texas' role in the Mexican War of Independence and the war's impact on the development of Texas • explain when, where, and why the Spanish established settlements and Catholic missions in Texas as well as important individuals such as José de Escandón • identify the accomplishments and explain the impact of significant explorers, including Cabeza de Vaca; Francisco Coronado; and René Robert Cavelier, Sieur de la Salle, on the settlement of Texas • summarize motivations for European exploration and settlement of Texas, including economic opportunity, competition, and the desire for expansion • compare ways in which various other communities meet their needs • identify ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation
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WG.2	Prerequisite Skills/Links to TEKS Vertical Alignment
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• identify reasons people have formed communities, including a need for security, religious freedom, law, and material well-being
Concepts of Time and Chronology

- apply the terms year, decade, and century to describe historical times
- create and interpret timelines
- use vocabulary related to chronology, including past, present, and future times
- describe various evidence of the same time period using primary sources such as photographs, journals, and interviews
- identify several sources of information about a given period or event such as reference materials, biographies, newspapers, and electronic sources
- create and interpret timelines for events in the past and present
- apply vocabulary related to chronology, including past, present, and future
- describe the order of events by using designations of time periods such as historical and present times
- create a calendar and simple timeline
- describe and measure calendar time by days, weeks, months, and years
- distinguish among past, present, and future
- use vocabulary related to time and chronology, including before, after, next, first, last, yesterday, today, and tomorrow
- place events in chronological order

People, past and present skills

- organize their life around events, time, and routines

Historical Points of Reference

- explain the significance of the following dates: 1607, founding of Jamestown; 1620, arrival of the Pilgrims and signing of the Mayflower Compact; 1776, adoption of the Declaration of Independence; 1787, writing of the U.S. Constitution; 1803, Louisiana Purchase; and 1861–1865, Civil War
- identify the major eras and events in U.S. history through 1877, including colonization, revolution, drafting of the Declaration of Independence, creation and ratification of the Constitution, religious revivals such as the Second Great Awakening, early republic, the Age of Jackson, westward expansion, reform movements, sectionalism, Civil War, and Reconstruction, and describe their causes and effects
- apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods
- explain the significance of the following dates: 1519, mapping of the Texas coast and first mainland Spanish settlement; 1718, founding of San Antonio; 1821, independence from Spain; 1836, Texas independence; 1845, annexation; 1861, Civil War begins; 1876, adoption of current state constitution; and 1901, discovery of oil at Spindletop
- identify the major eras in Texas history, describe their defining characteristics, and explain why historians divide the past into eras, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas

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WG.2	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none">• analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions• trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as invasion, conquests, colonization, immigration, and trade

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

STAAR Reporting Category 1 – History, Government, and Citizenship: The student will demonstrate an understanding of the ways geography influences history, political systems, political activity and civic processes.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectation	Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectation
<p>World Geography (13) Government. The student understands the spatial characteristics of a variety of global political units. The student is expected to</p> <p style="padding-left: 40px;">(B) compare maps of voting patterns or political boundaries to make inferences about the distribution of political power.</p> <p>Supporting Standard</p>	<p>Recognizes the spatial characteristics of a variety of global political units.</p>
WG.13 Prerequisite Skills/Links to TEKS Vertical Alignment	
<p>WG.13</p>	<p><i>Political and Legal Systems</i></p> <ul style="list-style-type: none"> • explain constitutional issues arising over the issue of states’ rights, including the Nullification Crisis and the Civil War • analyze the arguments of the Federalists and Anti-Federalists, including those of Alexander Hamilton, Patrick Henry, James Madison, and George Mason • identify historical origins of democratic forms of government such as Ancient Greece • compare ways in which various societies such as China, Germany, India, and Russia organize government and how they function • identify and give examples of governments with rule by one, few, or many • review the record of human rights abuses of limited or unlimited governments such as the oppression of Christians in Sudan • identify reasons for limiting the power of government • compare the characteristics of limited and unlimited governments • identify and describe examples of limited and unlimited governments such as constitutional (limited) and totalitarian (unlimited) • distinguish between national and state governments and compare their responsibilities in the U.S. federal system • identify the reasons for and describe the system of checks and balances outlined in the U.S. Constitution • identify and explain the basic functions of the three branches of government • identify examples of representative government in the American colonies, including the Mayflower Compact and the Virginia House of Burgesses • identify and compare the systems of government of early European colonists, including representative government and monarchy • identify and compare characteristics of the Spanish colonial government and the early Mexican governments and their influence on inhabitants of Texas • compare how various American Indian groups such as the Caddo and the Comanche governed themselves

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WG.13**Prerequisite Skills/Links to TEKS Vertical Alignment***Structure and Functions of Government*

- describe the structure, funding, and governance of Texas public education, including local property taxes, bond issues, and state and federal funding supported by state and federal taxpayers
- identify major sources of revenue for state and local governments such as property tax, sales tax, and fees
- describe the structure and functions of government at municipal, county, and state levels
- explain how local, state, and national government services are financed
- identify services commonly provided by local, state, and national governments
- identify local, state, and national government officials and explain how they are chosen
- describe the basic structure of government in the local community, state, and nation
- identify how citizens participate in their own governance through staying informed of what public officials are doing, providing input to them, and volunteering to participate in government functions
- identify ways that public officials are selected, including election and appointment to office
- compare the roles of public officials, including mayor, governor, and president
- name current public officials, including mayor, governor, and president
- describe how governments tax citizens to pay for services
- identify governmental services in the community such as police and fire protection, libraries, schools, and parks and explain their value to the community
- identify functions of governments such as establishing order, providing security, and managing conflict
- identify and describe the role of a good citizen in maintaining a constitutional republic
- identify and describe the roles of public officials in the community, state, and nation
- identify the responsibilities of authority figures in the home, school, and community
- identify rules and laws that establish order, provide security, and manage conflict
- explain the purpose for rules and laws in the home, school, and community
- explain how authority figures make and enforce rules
- identify authority figures in the home, school, and community
- identify rules that provide order, security, and safety in the home and school
- identify purposes for having rules

Social-competence skills

- assume various roles and responsibilities as part of a classroom community

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

STAAR Reporting Category 1 – History, Government, and Citizenship: The student will demonstrate an understanding of the ways geography influences history, political systems, political activity and civic processes.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations
<p>World Geography (14) Government. The student understands the processes that influence political divisions, relationships, and policies. The student is expected to</p> <p>(B) compare how democracy, dictatorship, monarchy, republic, theocracy, and totalitarian systems operate in specific countries; Supporting Standard</p> <p>(C) analyze the human and physical factors that influence the power to control territory and resources, create conflict/war, and impact international political relations of sovereign nations such as China, the United States, Japan, and Russia and organized nation groups such as the United Nations (UN) and the European Union (EU). Readiness Standard</p>	<p>Recognizes the processes that influence political divisions, relationships, and policies.</p>

WG.14	Prerequisite Skills/Links to TEKS Vertical Alignment
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	<p><i>Political and Legal Systems</i></p> <ul style="list-style-type: none"> • explain constitutional issues arising over the issue of states’ rights, including the Nullification Crisis and the Civil War • analyze the arguments of the Federalists and Anti-Federalists, including those of Alexander Hamilton, Patrick Henry, James Madison, and George Mason • identify historical origins of democratic forms of government such as Ancient Greece • compare ways in which various societies such as China, Germany, India, and Russia organize government and how they function • identify and give examples of governments with rule by one, few, or many • review the record of human rights abuses of limited or unlimited governments such as the oppression of Christians in Sudan • identify reasons for limiting the power of government • compare the characteristics of limited and unlimited governments • identify and describe examples of limited and unlimited governments such as constitutional (limited) and totalitarian (unlimited) • distinguish between national and state governments and compare their responsibilities in the U.S. federal system • identify the reasons for and describe the system of checks and balances outlined in the U.S. Constitution • identify and explain the basic functions of the three branches of government • identify examples of representative government in the American colonies, including the Mayflower Compact and the Virginia House of Burgesses
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WG.14**Prerequisite Skills/Links to TEKS Vertical Alignment**

- identify and compare the systems of government of early European colonists, including representative government and monarchy
- identify and compare characteristics of the Spanish colonial government and the early Mexican governments and their influence on inhabitants of Texas
- compare how various American Indian groups such as the Caddo and the Comanche governed themselves

Structure and Functions of Government

- describe the structure, funding, and governance of Texas public education, including local property taxes, bond issues, and state and federal funding supported by state and federal taxpayers
- identify major sources of revenue for state and local governments such as property tax, sales tax, and fees
- describe the structure and functions of government at municipal, county, and state levels
- explain how local, state, and national government services are financed
- identify services commonly provided by local, state, and national governments
- identify local, state, and national government officials and explain how they are chosen
- describe the basic structure of government in the local community, state, and nation
- identify how citizens participate in their own governance through staying informed of what public officials are doing, providing input to them, and volunteering to participate in government functions
- identify ways that public officials are selected, including election and appointment to office
- compare the roles of public officials, including mayor, governor, and president
- name current public officials, including mayor, governor, and president
- describe how governments tax citizens to pay for services
- identify governmental services in the community such as police and fire protection, libraries, schools, and parks and explain their value to the community
- identify functions of governments such as establishing order, providing security, and managing conflict
- identify and describe the role of a good citizen in maintaining a constitutional republic
- identify and describe the roles of public officials in the community, state, and nation
- identify the responsibilities of authority figures in the home, school, and community
- identify rules and laws that establish order, provide security, and manage conflict
- explain the purpose for rules and laws in the home, school, and community
- explain how authority figures make and enforce rules
- identify authority figures in the home, school, and community
- identify rules that provide order, security, and safety in the home and school
- identify purposes for having rules

Social-competence skills

- assume various roles and responsibilities as part of a classroom community

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

STAAR Reporting Category 1 – History, Government, and Citizenship: The student will demonstrate an understanding of the ways geography influences history, political systems, political activity and civic processes.

TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations
<p>World Geography (15) Citizenship. 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</p> <p>(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; Supporting Standard</p> <p>(B) explain how citizenship practices, public policies, and decision making may be influenced by cultural beliefs, including nationalism and patriotism. Supporting Standard</p>	<p>Recognizes how different points of view influence the development of public policies and decision-making processes.</p>

WG.15 Prerequisite Skills/Links to TEKS Vertical Alignment

	<p><i>Leadership</i></p> <ul style="list-style-type: none"> • describe the contributions of significant political, social, and military leaders of the United States such as Frederick Douglass, John Paul Jones, James Monroe, Stonewall Jackson, Susan B. Anthony, and Elizabeth Cady Stanton • analyze the leadership qualities of elected and appointed leaders of the United States such as George Washington, John Marshall, and Abraham Lincoln • analyze reasons for and the impact of selected examples of civil disobedience in U.S. history such as the Boston Tea Party and Henry David Thoreau’s refusal to pay a tax • evaluate the contributions of the Founding Fathers as models of civic virtue • explain the role of significant individuals such as Thomas Hooker, Charles de Montesquieu, John Locke, William Blackstone, and William Penn in the development of self-government in colonial America • identify the contributions of Texas leaders, including Lawrence Sullivan “Sul” Ross, John Nance Garner (“Cactus Jack”), James A. Baker III, Henry B. González, Kay Bailey Hutchison, Barbara Jordan, Raymond L. Telles, Sam Rayburn, and Raul A. Gonzalez Jr. (7) • identify the leadership qualities of elected and appointed leaders of Texas, past and present, including Texans who have been president of the United States • identify and compare leadership qualities of national leaders, past and present • identify past and present leaders in the national government, including the president and various members of Congress, and their political parties
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WG.15**Prerequisite Skills/Links to TEKS Vertical Alignment**

- explain the contributions of the Founding Fathers to the development of the national government
- identify leadership qualities of state and local leaders, past and present
- identify leaders in state, local, and national governments, including the governor, local members of the Texas Legislature, the local mayor, U.S. senators, local U.S. representatives, and Texans who have been president of the United States

Civic Participation

- explain how to contact elected and appointed leaders in local, state, and national governments
- explain the duty individuals have to participate in civic affairs at the local, state, and national levels
- identify examples of nonprofit and/or civic organizations such as the Red Cross and explain how they serve the common good
- identify examples of actions individuals and groups can take to improve the community
- give examples of community changes that result from individual or group decisions

Roles, Responsibilities and Rights of Citizens

- summarize a historical event in which compromise resulted in a peaceful resolution
- describe the importance of free speech and press in a constitutional republic
- identify different points of view of political parties and interest groups on important historical and contemporary issues
- explain how the rights and responsibilities of U.S. citizens reflect our national identity
- summarize the criteria and explain the process for becoming a naturalized citizen of the United States
- identify examples of responsible citizenship, including obeying rules and laws, staying informed on public issues, voting, and serving on juries
- explain the importance of personal responsibilities, including accepting responsibility for one's behavior and supporting one's family
- summarize rights guaranteed in the Bill of Rights
- define and give examples of unalienable rights
- express and defend a point of view on an issue of historical or contemporary interest in Texas
- describe the importance of free speech and press in a democratic society
- identify different points of view of political parties and interest groups on important Texas issues, past and present
- explain and analyze civic responsibilities of Texas citizens and the importance of civic participation
- identify rights of Texas citizens
- compare the role of citizens in the United States with the role of citizens from various contemporary societies with representative and nonrepresentative governments
- explain relationships among rights, responsibilities, and duties in societies with representative governments
- identify and explain the duty of civic participation in societies with representative governments
- explain how opportunities for citizens to participate in and influence the political process vary among various contemporary societies

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WG.15	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> • describe roles and responsibilities of citizens in various contemporary societies, including the United States • describe various amendments to the U.S. Constitution such as those that extended voting rights of U.S. citizens • describe the fundamental rights guaranteed by each amendment in the Bill of Rights, including freedom of religion, speech, and press; the right to assemble and petition the government; the right to keep and bear arms; the right to trial by jury; and the right to an attorney • explain how to contact elected and appointed leaders in state and local governments • identify the importance of historical figures and important individuals who modeled active participation in the democratic process such as Sam Houston, Barbara Jordan, Lorenzo de Zavala, Ann Richards, Sam Rayburn, Henry B. González, James A. Baker III, Wallace Jefferson, and other local individuals • explain the duty of the individual in state and local elections such as being informed and voting • explain how individuals can participate voluntarily in civic affairs at state and local levels through activities such as holding public officials to their word, writing letters, and participating in historic preservation and service projects • identify important individuals who have participated voluntarily in civic affairs at state and local levels such as Adina de Zavala and Clara Driscoll • identify and explain the importance of individual acts of civic responsibility, including obeying laws, serving the community, serving on a jury, and voting • identify historical figures such as Helen Keller and Clara Barton and contemporary figures such as Ruby Bridges and military and first responders who exemplify good citizenship • identify ways to actively practice good citizenship, including involvement in community service • identify historical figures such as Paul Revere, Abigail Adams, World War II Women Airforce Service Pilots (WASPs) and Navajo Code Talkers, and Sojourner Truth who have exemplified good citizenship • identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting • identify other individuals who exemplify good citizenship • identify historical figures such as Benjamin Franklin, Francis Scott Key, and Eleanor Roosevelt who have exemplified good citizenship

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

STAAR Reporting Category 2 – Geography: The student will demonstrate an understanding of Earth’s physical and human patterns, characteristics and processes that affect people, places and environments.

TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations
<p>World Geography (3) Geography. The student understands how physical processes shape patterns in the physical environment. The student is expected to</p> <p>(A) explain weather conditions and climate in relation to annual changes in Earth-Sun relationships; Supporting Standard</p> <p>(B) describe the physical processes that affect the environments of regions, including weather, tectonic forces, erosion, and soil-building processes; Readiness Standard</p> <p>(C) examine the physical processes that affect the lithosphere, atmosphere, hydrosphere, and biosphere. Supporting Standard</p>	<p>Recognizes how physical processes affect the physical environment.</p>

WG.3 Prerequisite Skills/Links to TEKS Vertical Alignment

<p><i>Physical Environment</i></p> <ul style="list-style-type: none"> • analyze the effects of the interaction of physical processes and the environment on humans • identify the location of renewable and nonrenewable natural resources such as fresh water, fossil fuels, fertile soils, and timber • describe and explain the effects of physical environmental processes such as erosion, ocean currents, and earthquakes on Earth's surface <p><i>Geographic Influence on History</i></p> <ul style="list-style-type: none"> • explain the impact of geographic factors on economic development and the domestic and foreign policies of societies • identify geographic factors such as location, physical features, transportation corridors and barriers, and distribution of natural resources that influence a society’s ability to control territory • identify and explain the geographic factors responsible for the location of economic activities in places and regions <p><i>Characteristics of Places and Regions</i></p> <ul style="list-style-type: none"> • analyze the effects of physical and human geographic factors on major historical and contemporary events in the United States • compare places and regions of the United States in terms of physical and human characteristics • locate places and regions of importance in the United States during the 17th, 18th, and 19th centuries • analyze the effects of physical and human factors such as climate, weather, landforms, irrigation, transportation, and communication on major events in Texas • compare places and regions of Texas in terms of physical and human characteristics
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WG.3	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> • locate the Mountains and Basins, Great Plains, North Central Plains, and Coastal Plains regions and places of importance in Texas during the 19th, 20th, and 21st centuries such as major cities, rivers, natural and historic landmarks, political and cultural regions, and local points of interest • locate on a map important physical features such as the Rocky Mountains, Mississippi River, and Great Plains • locate on a map important political features such as the ten largest urban areas in the United States, the 50 states and their capitals, and regions such as the Northeast, the Midwest, and the Southwest • describe a variety of regions in the United States such as landform, climate, and vegetation regions that result from physical characteristics such as the Great Plains, Rocky Mountains, and Coastal Plains • describe a variety of regions in the United States such as political, population, and economic regions that result from patterns of human activity • compare the geographic regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains) with regions of the United States and other parts of the world • identify, locate, and compare the geographic regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains), including their landforms, climate, and vegetation • describe a variety of regions in Texas and the United States such as political, population, and economic regions that result from patterns of human activity • examine information from various sources about places and regions • locate places of significance, including the local community, Texas, the state capital, the U.S. capital, major cities in Texas, the coast of Texas, Canada, Mexico, and the United States on maps and globes • identify major landforms and bodies of water, including each of the continents and each of the oceans, on maps and globes • identify and describe how the human characteristics of place such as shelter, clothing, food, and activities are based upon geographic location • identify examples of and uses for natural resources in the community, state, and nation • identify and describe the physical characteristics of place such as landforms, bodies of water, natural resources, and weather • identify how the human characteristics of place such as ways of earning a living, shelter, clothing, food, and activities are based upon geographic location • identify the physical characteristics of place such as landforms, bodies of water, natural resources, and weather

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

STAAR Reporting Category 2 – Geography: The student will demonstrate an understanding of Earth’s physical and human patterns, characteristics and processes that affect people, places and environments.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations
<p>World Geography (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 expect to:</p> <p>(A) explain how elevation, latitude, wind systems, ocean currents, position on a continent and mountain barriers influence temperature, precipitation, and distribution of climate regions; Readiness Standard</p> <p>(B) describe different landforms and the physical processes that cause their development; Supporting Standard</p> <p>(C) explain the influence of climate on the distribution of biomes in different regions. Supporting Standard</p>	<p>Recognizes the patterns and characteristics of different landforms, climates, and ecosystems of Earth.</p>

WG.4 Prerequisite Skills/Links to TEKS Vertical Alignment

	<p><i>Physical Environment</i></p> <ul style="list-style-type: none"> • analyze the effects of the interaction of physical processes and the environment on humans • identify the location of renewable and nonrenewable natural resources such as fresh water, fossil fuels, fertile soils, and timber • describe and explain the effects of physical environmental processes such as erosion, ocean currents, and earthquakes on Earth's surface <p><i>Characteristics of Places and Regions</i></p> <ul style="list-style-type: none"> • analyze the effects of physical and human geographic factors on major historical and contemporary events in the United States • compare places and regions of the United States in terms of physical and human characteristics • locate places and regions of importance in the United States during the 17th, 18th, and 19th centuries • analyze the effects of physical and human factors such as climate, weather, landforms, irrigation, transportation, and communication on major events in Texas • compare places and regions of Texas in terms of physical and human characteristics • locate the Mountains and Basins, Great Plains, North Central Plains, and Coastal Plains regions and places of importance in Texas during the 19th, 20th, and 21st centuries such as major cities, rivers, natural and historic landmarks, political and cultural regions, and local points of interest • locate on a map important physical features such as the Rocky Mountains, Mississippi River, and Great Plains
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WG.4	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> • locate on a map important political features such as the ten largest urban areas in the United States, the 50 states and their capitals, and regions such as the Northeast, the Midwest, and the Southwest • describe a variety of regions in the United States such as landform, climate, and vegetation regions that result from physical characteristics such as the Great Plains, Rocky Mountains, and Coastal Plains • describe a variety of regions in the United States such as political, population, and economic regions that result from patterns of human activity • compare the geographic regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains) with regions of the United States and other parts of the world • identify, locate, and compare the geographic regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains), including their landforms, climate, and vegetation • describe a variety of regions in Texas and the United States such as political, population, and economic regions that result from patterns of human activity • examine information from various sources about places and regions • locate places of significance, including the local community, Texas, the state capital, the U.S. capital, major cities in Texas, the coast of Texas, Canada, Mexico, and the United States on maps and globes • identify major landforms and bodies of water, including each of the continents and each of the oceans, on maps and globes • identify and describe how the human characteristics of place such as shelter, clothing, food, and activities are based upon geographic location • identify examples of and uses for natural resources in the community, state, and nation • identify and describe the physical characteristics of place such as landforms, bodies of water, natural resources, and weather • identify how the human characteristics of place such as ways of earning a living, shelter, clothing, food, and activities are based upon geographic location • identify the physical characteristics of place such as landforms, bodies of water, natural resources, and weather

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

STAAR Reporting Category 2 – Geography: The student will demonstrate an understanding of Earth’s physical and human patterns, characteristics and processes that affect people, places and environments.

TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations
<p>World Geography (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</p> <p>(A) analyze how the character of a place is related to its political, economic, social, and cultural elements; Readiness Standard</p> <p>(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. Supporting Standard</p>	<p>Recognizes that political, economic, and social processes affect culture and characteristics of places.</p>

WG.5 Prerequisite Skills/Links to TEKS Vertical Alignment

<p><i>Characteristics of Places and Regions</i></p> <ul style="list-style-type: none"> • analyze the effects of physical and human geographic factors on major historical and contemporary events in the United States • compare places and regions of the United States in terms of physical and human characteristics • locate places and regions of importance in the United States during the 17th, 18th, and 19th centuries • analyze the effects of physical and human factors such as climate, weather, landforms, irrigation, transportation, and communication on major events in Texas • compare places and regions of Texas in terms of physical and human characteristics • locate the Mountains and Basins, Great Plains, North Central Plains, and Coastal Plains regions and places of importance in Texas during the 19th, 20th, and 21st centuries such as major cities, rivers, natural and historic landmarks, political and cultural regions, and local points of interest • locate on a map important physical features such as the Rocky Mountains, Mississippi River, and Great Plains • locate on a map important political features such as the ten largest urban areas in the United States, the 50 states and their capitals, and regions such as the Northeast, the Midwest, and the Southwest • describe a variety of regions in the United States such as landform, climate, and vegetation regions that result from physical characteristics such as the Great Plains, Rocky Mountains, and Coastal Plains
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WG.5	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> • describe a variety of regions in the United States such as political, population, and economic regions that result from patterns of human activity • compare the geographic regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains) with regions of the United States and other parts of the world • identify, locate, and compare the geographic regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains), including their landforms, climate, and vegetation • describe a variety of regions in Texas and the United States such as political, population, and economic regions that result from patterns of human activity • examine information from various sources about places and regions • locate places of significance, including the local community, Texas, the state capital, the U.S. capital, major cities in Texas, the coast of Texas, Canada, Mexico, and the United States on maps and globes • identify major landforms and bodies of water, including each of the continents and each of the oceans, on maps and globes • identify and describe how the human characteristics of place such as shelter, clothing, food, and activities are based upon geographic location • identify examples of and uses for natural resources in the community, state, and nation • identify and describe the physical characteristics of place such as landforms, bodies of water, natural resources, and weather • identify how the human characteristics of place such as ways of earning a living, shelter, clothing, food, and activities are based upon geographic location • identify the physical characteristics of place such as landforms, bodies of water, natural resources, and weather <p><i>Geographic Influence on History</i></p> <ul style="list-style-type: none"> • explain the impact of geographic factors on economic development and the domestic and foreign policies of societies • identify geographic factors such as location, physical features, transportation corridors and barriers, and distribution of natural resources that influence a society's ability to control territory • identify and explain the geographic factors responsible for the location of economic activities in places and regions

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

STAAR Reporting Category 2 – Geography: The student will demonstrate an understanding of Earth’s physical and human patterns, characteristics and processes that affect people, places and environments.

TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations
<p>World Geography (6) Geography. The student understands the types, patterns, and processes of settlement. The student is expected to</p> <p>(A) locate and describe human and physical features that influence the size and distribution of settlements; Supporting Standard</p> <p>(B) explain the processes that have caused changes in settlement patterns including urbanization, transportation, access to and availability of resources, and economic activities. Readiness Standard</p>	<p>Recognizes the types, patterns, and processes of settlement.</p>

WG.6 Prerequisite Skills/Links to TEKS Vertical Alignment

<p><i>Population and Settlement Patterns</i></p> <ul style="list-style-type: none"> • describe the structure of the population of Texas using demographic concepts such as growth rate and age distribution • analyze the effects of the changing population distribution and growth in Texas during the 20th and 21st centuries and the additional need for education, health care, and transportation • analyze how immigration and migration to Texas in the 19th, 20th, and 21st centuries have influenced Texas • analyze why immigrant groups came to Texas and where they settled • analyze the reasons for the location of cities in the United States, including capital cities, and explain their distribution, past and present • explain the geographic factors that influence patterns of settlement and the distribution of population in the United States, past and present • identify and describe the types of settlement and patterns of land use in the United States • explain the geographic factors such as landforms and climate that influence patterns of settlement and the distribution of population in Texas, past and present • describe and explain the location and distribution of various towns and cities in Texas, past and present • identify and explain clusters and patterns of settlement in Texas at different time periods such as prior to the Texas Revolution, after the building of the railroads, and following World War II • identify the characteristics of different communities, including urban, suburban, and rural, and how they affect activities and settlement patterns
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WG.6**Prerequisite Skills/Links to TEKS Vertical Alignment**

- explain how people depend on the physical environment and natural resources to meet basic needs
- describe how natural resources and natural hazards affect activities and settlement patterns
- describe how weather patterns and seasonal patterns affect activities and settlement patterns

Relationship between People and Physical Environment

- describe how different immigrant groups interacted with the environment in the United States during the 17th, 18th and 19th centuries
- describe the positive and negative consequences of human modification of the physical environment of the United States
- analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States during the 17th, 18th, and 19th centuries
- explain ways in which geographic factors such as the Galveston Hurricane of 1900, the Dust Bowl, limited water resources, and alternative energy sources have affected the political, economic, and social development of Texas
- identify ways in which Texans have adapted to and modified the environment and analyze the positive and negative consequences of the modifications
- describe ways in which technology influences human interactions with the environment such as humans building dams for flood control
- identify and analyze ways people have modified the physical environment such as mining, irrigation, and transportation infrastructure
- identify and analyze ways people have adapted to the physical environment in various places and regions
- analyze the positive and negative consequences of human modification of the environment in the United States, past and present
- describe how and why people have adapted to and modified their environment in the United States, past and present, such as the use of human resources to meet basic needs
- compare the positive and negative consequences of human modification of the environment in Texas, past and present, both governmental and private, such as economic development and the impact on habitats and wildlife as well as air and water quality
- identify reasons why people have adapted to and modified their environment in Texas, past and present, such as the use of natural resources to meet basic needs, facilitate transportation, and enhance recreational activities
- describe ways people have adapted to and modified their environment in Texas, past and present, such as timber clearing, agricultural production, wetlands drainage, energy production, and construction of dams
- identify and compare the human characteristics of various regions
- describe the effects of human processes such as building new homes, conservation, and pollution in shaping the landscape
- describe the effects of physical processes such as volcanoes, hurricanes, and earthquakes in shaping the landscape
- identify and compare how people in different communities adapt to or modify the physical environment in which they live such as deserts, mountains, wetlands, and plains
- describe and explain variations in the physical environment, including climate, landforms, natural resources, and natural hazards
- identify ways people can conserve and replenish natural resources

Continued

WG.6**Prerequisite Skills/Links to TEKS Vertical Alignment**

- identify positive and negative consequences of human modification of the physical environment such as the use of irrigation in improve crop yields
- identify ways in which people have modified the physical environment such as building roads, clearing land for urban development and agricultural use, and drilling for oil

Characteristics of Places and Regions

- analyze the effects of physical and human geographic factors on major historical and contemporary events in the United States
- compare places and regions of the United States in terms of physical and human characteristics
- locate places and regions of importance in the United States during the 17th, 18th, and 19th centuries
- analyze the effects of physical and human factors such as climate, weather, landforms, irrigation, transportation, and communication on major events in Texas
- compare places and regions of Texas in terms of physical and human characteristics
- locate the Mountains and Basins, Great Plains, North Central Plains, and Coastal Plains regions and places of importance in Texas during the 19th, 20th, and 21st centuries such as major cities, rivers, natural and historic landmarks, political and cultural regions, and local points of interest
- locate on a map important physical features such as the Rocky Mountains, Mississippi River, and Great Plains
- locate on a map important political features such as the ten largest urban areas in the United States, the 50 states and their capitals, and regions such as the Northeast, the Midwest, and the Southwest
- describe a variety of regions in the United States such as landform, climate, and vegetation regions that result from physical characteristics such as the Great Plains, Rocky Mountains, and Coastal Plains
- describe a variety of regions in the United States such as political, population, and economic regions that result from patterns of human activity
- compare the geographic regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains) with regions of the United States and other parts of the world
- identify, locate, and compare the geographic regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains), including their landforms, climate, and vegetation
- describe a variety of regions in Texas and the United States such as political, population, and economic regions that result from patterns of human activity
- examine information from various sources about places and regions
- locate places of significance, including the local community, Texas, the state capital, the U.S. capital, major cities in Texas, the coast of Texas, Canada, Mexico, and the United States on maps and globes
- identify major landforms and bodies of water, including each of the continents and each of the oceans, on maps and globes
- identify and describe how the human characteristics of place such as shelter, clothing, food, and activities are based upon geographic location
- identify examples of and uses for natural resources in the community, state, and nation

Continued

WG.6	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none">• identify and describe the physical characteristics of place such as landforms, bodies of water, natural resources, and weather• identify how the human characteristics of place such as ways of earning a living, shelter, clothing, food, and activities are based upon geographic location• identify the physical characteristics of place such as landforms, bodies of water, natural resources, and weather

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

STAAR Reporting Category 2 – Geography: The student will demonstrate an understanding of Earth’s physical and human patterns, characteristics and processes that affect people, places and environments.

TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations
<p>World Geography (7) Geography. The student understands the growth, distribution, movement, and characteristics of world population. The student is expected to</p> <p>(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; Supporting Standard</p> <p>(B) explain how political, economic, social, and environmental push and pull factors and physical geography affect the routes and flows of human migration; Readiness Standard</p> <p>(C) describe trends in world population growth and distribution; Readiness Standard</p> <p>(D) examine benefits and challenges of globalization, including connectivity, standard of living, pandemics, and loss of local culture. Supporting Standard</p>	<p>Recognizes the growth, distribution, movement, and characteristics of the world population.</p>

WG.7 Prerequisite Skills/Links to TEKS Vertical Alignment

	<p><i>Population and Settlement Patterns</i></p> <ul style="list-style-type: none"> • describe the structure of the population of Texas using demographic concepts such as growth rate and age distribution • analyze the effects of the changing population distribution and growth in Texas during the 20th and 21st centuries and the additional need for education, health care, and transportation • analyze how immigration and migration to Texas in the 19th, 20th, and 21st centuries have influenced Texas • analyze why immigrant groups came to Texas and where they settled • analyze the reasons for the location of cities in the United States, including capital cities, and explain their distribution, past and present • explain the geographic factors that influence patterns of settlement and the distribution of population in the United States, past and present • identify and describe the types of settlement and patterns of land use in the United States • explain the geographic factors such as landforms and climate that influence patterns of settlement and the distribution of population in Texas, past and present
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WG.7**Prerequisite Skills/Links to TEKS Vertical Alignment**

- describe and explain the location and distribution of various towns and cities in Texas, past and present
- identify and explain clusters and patterns of settlement in Texas at different time periods such as prior to the Texas Revolution, after the building of the railroads, and following World War II
- identify the characteristics of different communities, including urban, suburban, and rural, and how they affect activities and settlement patterns
- explain how people depend on the physical environment and natural resources to meet basic needs
- describe how natural resources and natural hazards affect activities and settlement patterns
- describe how weather patterns and seasonal patterns affect activities and settlement patterns

Relationship between People and Physical Environment

- describe how different immigrant groups interacted with the environment in the United States during the 17th, 18th and 19th centuries
- describe the positive and negative consequences of human modification of the physical environment of the United States
- analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States during the 17th, 18th, and 19th centuries
- explain ways in which geographic factors such as the Galveston Hurricane of 1900, the Dust Bowl, limited water resources, and alternative energy sources have affected the political, economic, and social development of Texas
- identify ways in which Texans have adapted to and modified the environment and analyze the positive and negative consequences of the modifications
- describe ways in which technology influences human interactions with the environment such as humans building dams for flood control
- identify and analyze ways people have modified the physical environment such as mining, irrigation, and transportation infrastructure
- identify and analyze ways people have adapted to the physical environment in various places and regions
- analyze the positive and negative consequences of human modification of the environment in the United States, past and present
- describe how and why people have adapted to and modified their environment in the United States, past and present, such as the use of human resources to meet basic needs
- compare the positive and negative consequences of human modification of the environment in Texas, past and present, both governmental and private, such as economic development and the impact on habitats and wildlife as well as air and water quality
- identify reasons why people have adapted to and modified their environment in Texas, past and present, such as the use of natural resources to meet basic needs, facilitate transportation, and enhance recreational activities
- describe ways people have adapted to and modified their environment in Texas, past and present, such as timber clearing, agricultural production, wetlands drainage, energy production, and construction of dams
- identify and compare the human characteristics of various regions

Continued

WG.7**Prerequisite Skills/Links to TEKS Vertical Alignment**

- describe the effects of human processes such as building new homes, conservation, and pollution in shaping the landscape
- describe the effects of physical processes such as volcanoes, hurricanes, and earthquakes in shaping the landscape
- identify and compare how people in different communities adapt to or modify the physical environment in which they live such as deserts, mountains, wetlands, and plains
- describe and explain variations in the physical environment, including climate, landforms, natural resources, and natural hazards
- identify ways people can conserve and replenish natural resources
- identify positive and negative consequences of human modification of the physical environment such as the use of irrigation in improve crop yields
- identify ways in which people have modified the physical environment such as building roads, clearing land for urban development and agricultural use, and drilling for oil

Characteristics of Places and Regions

- analyze the effects of physical and human geographic factors on major historical and contemporary events in the United States
- compare places and regions of the United States in terms of physical and human characteristics
- locate places and regions of importance in the United States during the 17th, 18th, and 19th centuries
- analyze the effects of physical and human factors such as climate, weather, landforms, irrigation, transportation, and communication on major events in Texas
- compare places and regions of Texas in terms of physical and human characteristics
- locate the Mountains and Basins, Great Plains, North Central Plains, and Coastal Plains regions and places of importance in Texas during the 19th, 20th, and 21st centuries such as major cities, rivers, natural and historic landmarks, political and cultural regions, and local points of interest
- locate on a map important physical features such as the Rocky Mountains, Mississippi River, and Great Plains
- locate on a map important political features such as the ten largest urban areas in the United States, the 50 states and their capitals, and regions such as the Northeast, the Midwest, and the Southwest
- describe a variety of regions in the United States such as landform, climate, and vegetation regions that result from physical characteristics such as the Great Plains, Rocky Mountains, and Coastal Plains
- describe a variety of regions in the United States such as political, population, and economic regions that result from patterns of human activity
- compare the geographic regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains) with regions of the United States and other parts of the world
- identify, locate, and compare the geographic regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains), including their landforms, climate, and vegetation
- describe a variety of regions in Texas and the United States such as political, population, and economic regions that result from patterns of human activity

Continued

WG.7	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none">• examine information from various sources about places and regions• locate places of significance, including the local community, Texas, the state capital, the U.S. capital, major cities in Texas, the coast of Texas, Canada, Mexico, and the United States on maps and globes• identify major landforms and bodies of water, including each of the continents and each of the oceans, on maps and globes• identify and describe how the human characteristics of place such as shelter, clothing, food, and activities are based upon geographic location• identify examples of and uses for natural resources in the community, state, and nation• identify and describe the physical characteristics of place such as landforms, bodies of water, natural resources, and weather• identify how the human characteristics of place such as ways of earning a living, shelter, clothing, food, and activities are based upon geographic location• identify the physical characteristics of place such as landforms, bodies of water, natural resources, and weather

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

STAAR Reporting Category 2 – Geography: The student will demonstrate an understanding of Earth’s physical and human patterns, characteristics and processes that affect people, places and environments.

TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations
<p>World Geography (8) Geography. The student understands how people, places, and environments are connected and interdependent. The student is expected to</p> <ul style="list-style-type: none"> (A) compare ways that humans depend on, adapt to, and modify the physical environment, including the influences of culture and technology; Readiness Standard (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; Readiness Standard (C) evaluate the economic and political relationships between settlements and the environment, including sustainable development and renewable/non-renewable resources. Supporting Standard 	<p>Recognizes that people, places, and environments are connected and interdependent.</p>

WG.8 Prerequisite Skills/Links to TEKS Vertical Alignment

<p><i>Relationship between People and Physical Environment</i></p> <ul style="list-style-type: none"> • describe how different immigrant groups interacted with the environment in the United States during the 17th, 18th and 19th centuries • describe the positive and negative consequences of human modification of the physical environment of the United States • analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States during the 17th, 18th, and 19th centuries • explain ways in which geographic factors such as the Galveston Hurricane of 1900, the Dust Bowl, limited water resources, and alternative energy sources have affected the political, economic, and social development of Texas • identify ways in which Texans have adapted to and modified the environment and analyze the positive and negative consequences of the modifications • describe ways in which technology influences human interactions with the environment such as humans building dams for flood control • identify and analyze ways people have modified the physical environment such as mining, irrigation, and transportation infrastructure
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Continued

WG.8**Prerequisite Skills/Links to TEKS Vertical Alignment**

- identify and analyze ways people have adapted to the physical environment in various places and regions
- analyze the positive and negative consequences of human modification of the environment in the United States, past and present
- describe how and why people have adapted to and modified their environment in the United States, past and present, such as the use of human resources to meet basic needs
- compare the positive and negative consequences of human modification of the environment in Texas, past and present, both governmental and private, such as economic development and the impact on habitats and wildlife as well as air and water quality
- identify reasons why people have adapted to and modified their environment in Texas, past and present, such as the use of natural resources to meet basic needs, facilitate transportation, and enhance recreational activities
- describe ways people have adapted to and modified their environment in Texas, past and present, such as timber clearing, agricultural production, wetlands drainage, energy production, and construction of dams
- identify and compare the human characteristics of various regions
- describe the effects of human processes such as building new homes, conservation, and pollution in shaping the landscape
- describe the effects of physical processes such as volcanoes, hurricanes, and earthquakes in shaping the landscape
- identify and compare how people in different communities adapt to or modify the physical environment in which they live such as deserts, mountains, wetlands, and plains
- describe and explain variations in the physical environment, including climate, landforms, natural resources, and natural hazards
- identify ways people can conserve and replenish natural resources
- identify positive and negative consequences of human modification of the physical environment such as the use of irrigation in improve crop yields
- identify ways in which people have modified the physical environment such as building roads, clearing land for urban development and agricultural use, and drilling for oil

Geographic Influence on History

- explain the impact of geographic factors on economic development and the domestic and foreign policies of societies
- identify geographic factors such as location, physical features, transportation corridors and barriers, and distribution of natural resources that influence a society's ability to control territory
- identify and explain the geographic factors responsible for the location of economic activities in places and regions

Population and Settlement Patterns

- describe the structure of the population of Texas using demographic concepts such as growth rate and age distribution
- analyze the effects of the changing population distribution and growth in Texas during the 20th and 21st centuries and the additional need for education, health care, and transportation
- analyze how immigration and migration to Texas in the 19th, 20th, and 21st centuries have influenced Texas
- analyze why immigrant groups came to Texas and where they settled

Continued

WG.8	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none">• analyze the reasons for the location of cities in the United States, including capital cities, and explain their distribution, past and present• explain the geographic factors that influence patterns of settlement and the distribution of population in the United States, past and present• identify and describe the types of settlement and patterns of land use in the United States• explain the geographic factors such as landforms and climate that influence patterns of settlement and the distribution of population in Texas, past and present• describe and explain the location and distribution of various towns and cities in Texas, past and present• identify and explain clusters and patterns of settlement in Texas at different time periods such as prior to the Texas Revolution, after the building of the railroads, and following World War II• identify the characteristics of different communities, including urban, suburban, and rural, and how they affect activities and settlement patterns• explain how people depend on the physical environment and natural resources to meet basic needs• describe how natural resources and natural hazards affect activities and settlement patterns• describe how weather patterns and seasonal patterns affect activities and settlement patterns

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

STAAR Reporting Category 2 – Geography: The student will demonstrate an understanding of Earth’s physical and human patterns, characteristics and processes that affect people, places and environments.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations
<p>World Geography (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</p> <p>(A) identify physical and/or human factors such as climate, vegetation, language, trade networks, political units, river systems, and religion that constitute a region; Readiness Standard</p> <p>(B) describe different types of regions, including formal, functional, and perceptual regions. Supporting Standard</p>	<p>Recognizes geographic characteristics and types of regions on Earth’s surface.</p>

WG.9 Prerequisite Skills/Links to TEKS Vertical Alignment

	<p><i>Characteristics of Places and Regions</i></p> <ul style="list-style-type: none"> • analyze the effects of physical and human geographic factors on major historical and contemporary events in the United States • compare places and regions of the United States in terms of physical and human characteristics • locate places and regions of importance in the United States during the 17th, 18th, and 19th centuries • analyze the effects of physical and human factors such as climate, weather, landforms, irrigation, transportation, and communication on major events in Texas • compare places and regions of Texas in terms of physical and human characteristics • locate the Mountains and Basins, Great Plains, North Central Plains, and Coastal Plains regions and places of importance in Texas during the 19th, 20th, and 21st centuries such as major cities, rivers, natural and historic landmarks, political and cultural regions, and local points of interest • locate on a map important physical features such as the Rocky Mountains, Mississippi River, and Great Plains • locate on a map important political features such as the ten largest urban areas in the United States, the 50 states and their capitals, and regions such as the Northeast, the Midwest, and the Southwest • describe a variety of regions in the United States such as landform, climate, and vegetation regions that result from physical characteristics such as the Great Plains, Rocky Mountains, and Coastal Plains • describe a variety of regions in the United States such as political, population, and economic regions that result from patterns of human activity • compare the geographic regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains) with regions of the United States and other parts of the world
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WG.9	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> • identify, locate, and compare the geographic regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains), including their landforms, climate, and vegetation • describe a variety of regions in Texas and the United States such as political, population, and economic regions that result from patterns of human activity • examine information from various sources about places and regions • locate places of significance, including the local community, Texas, the state capital, the U.S. capital, major cities in Texas, the coast of Texas, Canada, Mexico, and the United States on maps and globes • identify major landforms and bodies of water, including each of the continents and each of the oceans, on maps and globes • identify and describe how the human characteristics of place such as shelter, clothing, food, and activities are based upon geographic location • identify examples of and uses for natural resources in the community, state, and nation • identify and describe the physical characteristics of place such as landforms, bodies of water, natural resources, and weather • identify how the human characteristics of place such as ways of earning a living, shelter, clothing, food, and activities are based upon geographic location • identify the physical characteristics of place such as landforms, bodies of water, natural resources, and weather <p><i>Physical Environment</i></p> <ul style="list-style-type: none"> • analyze the effects of the interaction of physical processes and the environment on humans • identify the location of renewable and nonrenewable natural resources such as fresh water, fossil fuels, fertile soils, and timber • describe and explain the effects of physical environmental processes such as erosion, ocean currents, and earthquakes on Earth's surface

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

STAAR Reporting Category 3 – Culture: The student will demonstrate an understanding of the patterns, characteristics and processes of cultures.

TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations
<p>World Geography (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</p> <p>(A) 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; Supporting Standard</p> <p>(B) describe elements of culture, including language, religion, beliefs and customs, institutions, and technologies; Readiness Standard</p> <p>(C) explain ways various groups of people perceive the characteristics of their own and other cultures, places, and regions differently; Supporting Standard</p> <p>(D) compare life in a variety of urban and rural areas in the world to evaluate political, economic, social, and environmental changes. Supporting Standard</p>	<p>Recognizes how culture affects the way people live and shapes the characteristics of regions.</p>

WG.16 Prerequisite Skills/Links to TEKS Vertical Alignment

<p><i>Impact of Diversity</i></p> <ul style="list-style-type: none"> • identify contributions to the arts by Texans such as Roy Bedichek, Diane Gonzales Bertrand, J. Frank Dobie, Scott Joplin, Elisabet Ney, Amado Peña Jr., Walter Prescott Webb, and Horton Foote • identify examples of Spanish influence and the influence of other cultures on Texas such as place names, vocabulary, religion, architecture, food, and the arts • describe how people from various racial, ethnic, and religious groups attempt to maintain their cultural heritage while adapting to the larger Texas culture • explain how the diversity of Texas is reflected in a variety of cultural activities, celebrations, and performances • identify and explain examples of conflict and cooperation between and among cultures • analyze the similarities and differences among various world societies • analyze the experiences and evaluate the contributions of diverse groups to multicultural societies

Continued

WG.16**Prerequisite Skills/Links to TEKS Vertical Alignment**

- define a multicultural society and consider both the positive and negative qualities of multiculturalism
- identify and describe common traits that define cultures
- define culture and the common traits that unify a culture region
- summarize the contributions of people of various racial, ethnic, and religious groups to our national identity
- describe customs and traditions of various racial, ethnic, and religious groups in the United States
- identify the similarities and differences within and among various racial, ethnic, and religious groups in the United States
- summarize the contributions of people of various racial, ethnic, and religious groups in the development of Texas such as Lydia Mendoza, Chelo Silva, and Julius Lorenzo Cobb Bledsoe
- identify customs, celebrations, and traditions of various cultural, regional, and local groups in Texas such as Cinco de Mayo, Oktoberfest, the Strawberry Festival, and Fiesta San Antonio
- identify the similarities and differences among various racial, ethnic, and religious groups in Texas
- compare ethnic and/or cultural celebrations in the local community with other communities
- explain the significance of various ethnic and/or cultural celebrations in the local community and other communities
- compare ethnic and/or cultural celebrations
- identify the significance of various ethnic and/or cultural celebrations
- explain the way folktales and legends such as Aesop's fables reflect beliefs, customs, language, and traditions of communities
- describe and explain the importance of various beliefs, customs, language, and traditions of families and communities
- compare family customs and traditions
- describe and explain the importance of family customs and traditions
- identify similarities and differences among people such as music, clothing, and food
- identify similarities and differences among people such as kinship, laws, and religion

Citizenship skills

- identify similarities among people like himself/herself and classmates as well as among himself/herself and people from other cultures

People, past and present skills

- identify similarities and differences in characteristics of families
- identify similarities and differences in characteristics of people

Social awareness skills

- demonstrate an understanding that others have perspectives and feelings that are different from his/her own
- demonstrate an understanding that others have specific characteristics

Self-concept skills

- show awareness of areas of competence and describe self positively in what he/she is able to do

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

STAAR Reporting Category 3 – Culture: The student will demonstrate an understanding of the patterns, characteristics and processes of cultures.

TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations
<p>World Geography (17) Culture. The student understands the distribution, patterns, and characteristics of different cultures. The student is expected to</p> <p>(A) describe and compare patterns of culture such as language religion, land use, education, and customs that make specific regions of the world distinctive; Readiness Standard</p> <p>(B) describe major world religions, including animism, Buddhism, Christianity, Hinduism, Islam, Judaism, and Sikhism, and their spatial distribution; Supporting Standard</p> <p>(C) compare economic, political, or social opportunities in different cultures for women, ethnic, and religious minorities, and other underrepresented populations; Supporting Standard</p> <p>(D) evaluate the experiences and contributions of diverse groups to multicultural societies. Supporting Standard</p>	<p>Recognizes the characteristics and contributions of different cultures.</p>

WG.17 Prerequisite Skills/Links to TEKS Vertical Alignment

<p><i>Impact of Diversity</i></p> <ul style="list-style-type: none"> • identify contributions to the arts by Texans such as Roy Bedichek, Diane Gonzales Bertrand, J. Frank Dobie, Scott Joplin, Elisabet Ney, Amado Peña Jr., Walter Prescott Webb, and Horton Foote • identify examples of Spanish influence and the influence of other cultures on Texas such as place names, vocabulary, religion, architecture, food, and the arts • describe how people from various racial, ethnic, and religious groups attempt to maintain their cultural heritage while adapting to the larger Texas culture • explain how the diversity of Texas is reflected in a variety of cultural activities, celebrations, and performances • identify and explain examples of conflict and cooperation between and among cultures • analyze the similarities and differences among various world societies • analyze the experiences and evaluate the contributions of diverse groups to multicultural societies

Continued

WG.17**Prerequisite Skills/Links to TEKS Vertical Alignment**

- define a multicultural society and consider both the positive and negative qualities of multiculturalism
- identify and describe common traits that define cultures
- define culture and the common traits that unify a culture region
- summarize the contributions of people of various racial, ethnic, and religious groups to our national identity
- describe customs and traditions of various racial, ethnic, and religious groups in the United States
- identify the similarities and differences within and among various racial, ethnic, and religious groups in the United States
- summarize the contributions of people of various racial, ethnic, and religious groups in the development of Texas such as Lydia Mendoza, Chelo Silva, and Julius Lorenzo Cobb Bledsoe
- identify customs, celebrations, and traditions of various cultural, regional, and local groups in Texas such as Cinco de Mayo, Oktoberfest, the Strawberry Festival, and Fiesta San Antonio
- identify the similarities and differences among various racial, ethnic, and religious groups in Texas
- compare ethnic and/or cultural celebrations in the local community with other communities
- explain the significance of various ethnic and/or cultural celebrations in the local community and other communities
- compare ethnic and/or cultural celebrations
- identify the significance of various ethnic and/or cultural celebrations
- explain the way folktales and legends such as Aesop's fables reflect beliefs, customs, language, and traditions of communities
- describe and explain the importance of various beliefs, customs, language, and traditions of families and communities
- compare family customs and traditions
- describe and explain the importance of family customs and traditions
- identify similarities and differences among people such as music, clothing, and food
- identify similarities and differences among people such as kinship, laws, and religion

Citizenship skills

- identify similarities among people like himself/herself and classmates as well as among himself/herself and people from other cultures

People, past and present skills

- identify similarities and differences in characteristics of families
- identify similarities and differences in characteristics of people

Social awareness skills

- demonstrate an understanding that others have perspectives and feelings that are different from his/her own
- demonstrate an understanding that others have specific characteristics

Self-concept skills

- show awareness of areas of competence and describe self positively in what he/she is able to do

Continued

WG.17	Prerequisite Skills/Links to TEKS Vertical Alignment
	<p><i>Cultural Diffusion</i></p> <ul style="list-style-type: none"> • identify the political, social, and economic contributions of women to American society • analyze the contributions of people of various racial, ethnic, and religious groups to our national identity • identify ways conflicts between people from various racial, ethnic, and religious groups were resolved • explain the relationship between urbanization and conflicts resulting from differences in religion, social class, and political beliefs • identify selected racial, ethnic, and religious groups that settled in the United States and explain their reasons for immigration • identify examples of positive and negative effects of cultural diffusion • identify and define the impact of cultural diffusion on individuals and world societies • evaluate the impact of improved communication technology among cultures • identify and describe factors that influence cultural change such as improved communication, transportation, and economic development • identify and describe how culture traits such as trade, travel, and war spread <p><i>Cultural Effects on Institutions</i></p> <ul style="list-style-type: none"> • analyze the impact of the First Amendment guarantees of religious freedom on the American way of life • describe religious motivation for immigration and influence on social movements, including the impact of the first and second Great Awakenings • trace the development of religious freedom in the United States • explain the significance of religious holidays and observances such as Christmas, Easter, Ramadan, the annual hajj, Yom Kippur, Rosh Hashanah, Diwali, and Vaisakhi in various contemporary societies • explain the relationship among religious ideas, philosophical ideas, and cultures • analyze the efforts and activities institutions use to sustain themselves over time such as the development of an informed citizenry through education and the use of monumental architecture by religious institutions • compare characteristics of institutions in various contemporary societies • identify institutions basic to all societies, including government, economic, educational, and religious institutions

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

STAAR Reporting Category 3 – Culture: The student will demonstrate an understanding of the patterns, characteristics and processes of cultures.

TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations
<p>World Geography (18) Culture. The student understands the ways in which cultures change and maintain continuity. The student is expected to</p> <p>(A) analyze cultural changes in specific regions caused by migration, war, trade, innovations, and diffusion; Readiness Standard</p> <p>(B) assess causes, effects, and perceptions of conflicts between groups of people including modern genocides and terrorism; Supporting Standard</p> <p>(C) identify examples of cultures that maintain traditional ways, including traditional economies; Supporting Standard</p> <p>(D) evaluate 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, the English language, technology, or global sports. Supporting Standard</p>	<p>Recognizes the ways that cultures change and maintain traditions.</p>

WG.18 Prerequisite Skills/Links to TEKS Vertical Alignment

<p><i>Cultural Diffusion</i></p> <ul style="list-style-type: none"> • identify the political, social, and economic contributions of women to American society • analyze the contributions of people of various racial, ethnic, and religious groups to our national identity • identify ways conflicts between people from various racial, ethnic, and religious groups were resolved • explain the relationship between urbanization and conflicts resulting from differences in religion, social class, and political beliefs • identify selected racial, ethnic, and religious groups that settled in the United States and explain their reasons for immigration • identify examples of positive and negative effects of cultural diffusion • identify and define the impact of cultural diffusion on individuals and world societies • evaluate the impact of improved communication technology among cultures • identify and describe factors that influence cultural change such as improved communication, transportation, and economic development • identify and describe how culture traits such as trade, travel, and war spread
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Continued

WG.18**Prerequisite Skills/Links to TEKS Vertical Alignment***Impact of Diversity*

- identify contributions to the arts by Texans such as Roy Bedichek, Diane Gonzales Bertrand, J. Frank Dobie, Scott Joplin, Elisabet Ney, Amado Peña Jr., Walter Prescott Webb, and Horton Foote
- identify examples of Spanish influence and the influence of other cultures on Texas such as place names, vocabulary, religion, architecture, food, and the arts
- describe how people from various racial, ethnic, and religious groups attempt to maintain their cultural heritage while adapting to the larger Texas culture
- explain how the diversity of Texas is reflected in a variety of cultural activities, celebrations, and performances
- identify and explain examples of conflict and cooperation between and among cultures
- analyze the similarities and differences among various world societies
- analyze the experiences and evaluate the contributions of diverse groups to multicultural societies
- define a multicultural society and consider both the positive and negative qualities of multiculturalism
- identify and describe common traits that define cultures
- define culture and the common traits that unify a culture region
- summarize the contributions of people of various racial, ethnic, and religious groups to our national identity
- describe customs and traditions of various racial, ethnic, and religious groups in the United States
- identify the similarities and differences within and among various racial, ethnic, and religious groups in the United States
- summarize the contributions of people of various racial, ethnic, and religious groups in the development of Texas such as Lydia Mendoza, Chelo Silva, and Julius Lorenzo Cobb Bledsoe
- identify customs, celebrations, and traditions of various cultural, regional, and local groups in Texas such as Cinco de Mayo, Oktoberfest, the Strawberry Festival, and Fiesta San Antonio
- identify the similarities and differences among various racial, ethnic, and religious groups in Texas
- compare ethnic and/or cultural celebrations in the local community with other communities
- explain the significance of various ethnic and/or cultural celebrations in the local community and other communities
- compare ethnic and/or cultural celebrations
- identify the significance of various ethnic and/or cultural celebrations
- explain the way folktales and legends such as Aesop's fables reflect beliefs, customs, language, and traditions of communities
- describe and explain the importance of various beliefs, customs, language, and traditions of families and communities
- compare family customs and traditions
- describe and explain the importance of family customs and traditions
- identify similarities and differences among people such as music, clothing, and food
- identify similarities and differences among people such as kinship, laws, and religion

Continued

WG.18**Prerequisite Skills/Links to TEKS Vertical Alignment****Citizenship skills**

- identify similarities among people like himself/herself and classmates as well as among himself/herself and people from other cultures

People, past and present skills

- identify similarities and differences in characteristics of families
- identify similarities and differences in characteristics of people

Social awareness skills

- demonstrate an understanding that others have perspectives and feelings that are different from his/her own
- demonstrate an understanding that others have specific characteristics

Self-concept skills

- show awareness of areas of competence and describe self positively in what he/she is able to do

Cultural Effects on Institutions

- analyze the impact of the First Amendment guarantees of religious freedom on the American way of life
- describe religious motivation for immigration and influence on social movements, including the impact of the first and second Great Awakenings
- trace the development of religious freedom in the United States
- explain the significance of religious holidays and observances such as Christmas, Easter, Ramadan, the annual hajj, Yom Kippur, Rosh Hashanah, Diwali, and Vaisakhi in various contemporary societies
- explain the relationship among religious ideas, philosophical ideas, and cultures
- analyze the efforts and activities institutions use to sustain themselves over time such as the development of an informed citizenry through education and the use of monumental architecture by religious institutions
- compare characteristics of institutions in various contemporary societies
- identify institutions basic to all societies, including government, economic, educational, and religious institutions

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

STAAR Reporting Category 4 – Economics, Science, Technology, and Society: The student will demonstrate an understanding of how resources, economic activities, economic systems, and issues are related to economic and technological development.

TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations
<p>World Geography (10) Economics. The student understands the distribution, characteristics, and interactions of the economic systems in the world. The student is expected to</p> <p>(A) describe the forces that determine the distribution of goods and services in free-enterprise, socialist, and communist economic systems; Supporting Standard</p> <p>(B) classify where specific countries fall along the economic spectrum between free enterprise and communism; Supporting Standard</p> <p>(C) compare the ways people satisfy their basic needs through the production of goods and services such as subsistence agriculture versus commercial agriculture or cottage industries versus commercial industries; Readiness Standard</p> <p>(D) compare global trade patterns over time and examine the implications of globalization, including outsourcing and free trade zones. Supporting Standard</p>	<p>Recognizes the distribution and characteristics of economic systems in the world.</p>

WG.10 Prerequisite Skills/Links to TEKS Vertical Alignment

<p><i>Global Trade and Economic Interdependence</i></p> <ul style="list-style-type: none"> • analyze the impact of significant industries in Texas such as oil and gas, aerospace, medical, and computer technologies on local, national, and international markets • analyze the impact of economic concepts within the free enterprise system such as supply and demand, profit, government regulation, and world competition on the economy of Texas • analyze the impact of national and international markets and events on the production of goods and services in Texas such as agriculture, oil and gas, and computer technology • explain how Texans meet some of their needs through the purchase of products from the United States and the rest of the world • identify oil and gas, agricultural, and technological products of Texas that are purchased to meet needs in the United States and around the world • identify ways in which technological changes in areas such as transportation and communication have resulted in increased interdependence among Texas, the United States, and the world

Continued

WG.10**Prerequisite Skills/Links to TEKS Vertical Alignment***Evolution of Economic Systems Based on Human Need*

- examine the record of collective, non-free market economic systems in contemporary world societies
- understand the importance of morality and ethics in maintaining a functional free enterprise system
- compare and contrast free enterprise, socialist, and communist economies in various contemporary societies, including the benefits of the U.S. free enterprise system
- compare ways in which various societies organize the production and distribution of goods and services
- identify individuals, past and present, including Henry Ford and other entrepreneurs in the community such as Mary Kay Ash, Wallace Amos, Milton Hershey, and Sam Walton, who have started new businesses
- explain how government regulations and taxes impact consumer costs
- explain how the cost of production and selling price affect profits
- explain how supply and demand affect the price of a good or service
- identify examples of how a simple business operates
- explain the concept of a free market as it relates to the U.S. free enterprise system
- explain the impact of scarcity on the production, distribution, and consumption of goods and services
- define and identify examples of scarcity
- create a simple budget that allocates money for spending, saving, and donating
- identify ways of earning, spending, saving, and donating money
- examine the development of a product from a natural resource to a finished product
- identify ways in which people are both producers and consumers
- distinguish between producing and consuming
- explain the choices people in the U.S. free enterprise system can make about earning, spending, and saving money and where to live and work
- explain how work provides income to purchase goods and services
- describe how specialized jobs contribute to the production of goods and services
- describe the components of various jobs and the characteristics of a job well-performed
- identify examples of choices families make when buying goods and services
- explain why wanting more than they can have requires that people make choices
- identify examples of people wanting more than they can have
- identify the role of markets in the exchange of goods and services
- identify ways people exchange goods and services
- identify examples of goods and services in the home, school, and community
- describe similarities and differences in ways families meet basic human needs
- describe ways that families meet basic human needs

Continued

WG.10	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> • explain why people have jobs • identify jobs in the home, school, and community • explain how basic human needs can be met such as through self-producing, purchasing, and trading • explain the difference between needs and wants • identify basic human needs of food, clothing, and shelter <p>Economic skills</p> <ul style="list-style-type: none"> • discuss the roles and responsibilities of community workers • participate in activities to help them become aware of what it means to be a consumer • demonstrate that all people need food, clothing, and shelter <p><i>Factors Influencing Economies</i></p> <ul style="list-style-type: none"> • identify and describe the effects of government regulation and taxation on economic development and business planning • describe levels of economic development of various societies using indicators such as life expectancy, gross domestic product (GDP), GDP per capita, and literacy • define and give examples of agricultural, wholesale, retail, manufacturing (goods), and service industries • explain the impact of relative scarcity of resources on international trade and economic interdependence among and within societies • identify problems and issues that may arise when one or more of the factors of production is in relatively short supply • describe ways in which the factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of various contemporary societies • explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of the United States • describe the impact of mass production, specialization, and division of labor on the economic growth of the United States • analyze the effects of immigration, migration, and limited resources on the economic development and growth of the United States • identify and explain how geographic factors have influenced the location of economic activities in the United States • compare how people in different parts of the United States earn a living, past and present

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

STAAR Reporting Category 4 – Economics, Science, Technology, and Society: The student will demonstrate an understanding of how resources, economic activities, economic systems, and issues are related to economic and technological development.

TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations
<p>World Geography (11) Economics. The student understands how geography influences economic activities. The student is expected to (A) understand the connections between levels of development and economic activities (primary, secondary, tertiary and quaternary); Supporting Standard (B) identify the factors affecting the location of different types of economic activities, including subsistence and commercial agriculture, manufacturing, and service industries; Supporting Standard (C) assess how changes in climate, resources, and infrastructure (technology, transportation, and communication) affect the location and patterns of economic activities. Readiness Standard</p>	<p>Recognizes that geography influences economic activities.</p>

WG.11 Prerequisite Skills/Links to TEKS Vertical Alignment

<p><i>Factors Influencing Economies</i></p> <ul style="list-style-type: none"> • identify and describe the effects of government regulation and taxation on economic development and business planning • describe levels of economic development of various societies using indicators such as life expectancy, gross domestic product (GDP), GDP per capita, and literacy • define and give examples of agricultural, wholesale, retail, manufacturing (goods), and service industries • explain the impact of relative scarcity of resources on international trade and economic interdependence among and within societies • identify problems and issues that may arise when one or more of the factors of production is in relatively short supply • describe ways in which the factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of various contemporary societies • explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of the United States • describe the impact of mass production, specialization, and division of labor on the economic growth of the United States • analyze the effects of immigration, migration, and limited resources on the economic development and growth of the United States • identify and explain how geographic factors have influenced the location of economic activities in the United States • compare how people in different parts of the United States earn a living, past and present

Continued

WG.11**Prerequisite Skills/Links to TEKS Vertical Alignment***Evolution of Economic Systems Based on Human Need*

- examine the record of collective, non-free market economic systems in contemporary world societies
- understand the importance of morality and ethics in maintaining a functional free enterprise system
- compare and contrast free enterprise, socialist, and communist economies in various contemporary societies, including the benefits of the U.S. free enterprise system
- compare ways in which various societies organize the production and distribution of goods and services
- identify individuals, past and present, including Henry Ford and other entrepreneurs in the community such as Mary Kay Ash, Wallace Amos, Milton Hershey, and Sam Walton, who have started new businesses
- explain how government regulations and taxes impact consumer costs
- explain how the cost of production and selling price affect profits
- explain how supply and demand affect the price of a good or service
- identify examples of how a simple business operates
- explain the concept of a free market as it relates to the U.S. free enterprise system
- explain the impact of scarcity on the production, distribution, and consumption of goods and services
- define and identify examples of scarcity
- create a simple budget that allocates money for spending, saving, and donating
- identify ways of earning, spending, saving, and donating money
- examine the development of a product from a natural resource to a finished product
- identify ways in which people are both producers and consumers
- distinguish between producing and consuming
- explain the choices people in the U.S. free enterprise system can make about earning, spending, and saving money and where to live and work
- explain how work provides income to purchase goods and services
- describe how specialized jobs contribute to the production of goods and services
- describe the components of various jobs and the characteristics of a job well-performed
- identify examples of choices families make when buying goods and services
- explain why wanting more than they can have requires that people make choices
- identify examples of people wanting more than they can have
- identify the role of markets in the exchange of goods and services
- identify ways people exchange goods and services
- identify examples of goods and services in the home, school, and community
- describe similarities and differences in ways families meet basic human needs
- describe ways that families meet basic human needs

Continued

WG.11	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none">• explain why people have jobs• identify jobs in the home, school, and community• explain how basic human needs can be met such as through self-producing, purchasing, and trading• explain the difference between needs and wants• identify basic human needs of food, clothing, and shelter <p>Economic skills</p> <ul style="list-style-type: none">• discuss the roles and responsibilities of community workers• participate in activities to help them become aware of what it means to be a consumer• demonstrate that all people need food, clothing, and shelter

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

STAAR Reporting Category 4 – Economics, Science, Technology, and Society: The student will demonstrate an understanding of how resources, economic activities, economic systems, and issues are related to economic and technological development.

TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations
<p>World Geography (12) Economics. The student understands the economic importance of, and issues related to, the location and management of resources. The student is expected to</p> <p>(A) analyze how the creation, distribution, and management of key natural resources affects the location and patterns of movement of products, money, and people; Readiness Standard</p> <p>(B) evaluate the geographic and economic impact of policies related to the development, use, and scarcity of natural resources such as regulations of water. Supporting Standard</p>	<p>Recognizes issues related to the location and management of natural resources.</p>

WG.12 Prerequisite Skills/Links to TEKS Vertical Alignment

<p><i>Factors Influencing Economies</i></p> <ul style="list-style-type: none"> • identify and describe the effects of government regulation and taxation on economic development and business planning • describe levels of economic development of various societies using indicators such as life expectancy, gross domestic product (GDP), GDP per capita, and literacy • define and give examples of agricultural, wholesale, retail, manufacturing (goods), and service industries • explain the impact of relative scarcity of resources on international trade and economic interdependence among and within societies • identify problems and issues that may arise when one or more of the factors of production is in relatively short supply • describe ways in which the factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of various contemporary societies • explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of the United States • describe the impact of mass production, specialization, and division of labor on the economic growth of the United States • analyze the effects of immigration, migration, and limited resources on the economic development and growth of the United States • identify and explain how geographic factors have influenced the location of economic activities in the United States • compare how people in different parts of the United States earn a living, past and present

Continued

WG.12**Prerequisite Skills/Links to TEKS Vertical Alignment***Evolution of Economic Systems Based on Human Need*

- examine the record of collective, non-free market economic systems in contemporary world societies
- understand the importance of morality and ethics in maintaining a functional free enterprise system
- compare and contrast free enterprise, socialist, and communist economies in various contemporary societies, including the benefits of the U.S. free enterprise system
- compare ways in which various societies organize the production and distribution of goods and services
- identify individuals, past and present, including Henry Ford and other entrepreneurs in the community such as Mary Kay Ash, Wallace Amos, Milton Hershey, and Sam Walton, who have started new businesses
- explain how government regulations and taxes impact consumer costs
- explain how the cost of production and selling price affect profits
- explain how supply and demand affect the price of a good or service
- identify examples of how a simple business operates
- explain the concept of a free market as it relates to the U.S. free enterprise system
- explain the impact of scarcity on the production, distribution, and consumption of goods and services
- define and identify examples of scarcity
- create a simple budget that allocates money for spending, saving, and donating
- identify ways of earning, spending, saving, and donating money
- examine the development of a product from a natural resource to a finished product
- identify ways in which people are both producers and consumers
- distinguish between producing and consuming
- explain the choices people in the U.S. free enterprise system can make about earning, spending, and saving money and where to live and work
- explain how work provides income to purchase goods and services
- describe how specialized jobs contribute to the production of goods and services
- describe the components of various jobs and the characteristics of a job well-performed
- identify examples of choices families make when buying goods and services
- explain why wanting more than they can have requires that people make choices
- identify examples of people wanting more than they can have
- identify the role of markets in the exchange of goods and services
- identify ways people exchange goods and services
- identify examples of goods and services in the home, school, and community
- describe similarities and differences in ways families meet basic human needs
- describe ways that families meet basic human needs

Continued

WG.12	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none">• explain why people have jobs• identify jobs in the home, school, and community• explain how basic human needs can be met such as through self-producing, purchasing, and trading• explain the difference between needs and wants• identify basic human needs of food, clothing, and shelter <p>Economic skills</p> <ul style="list-style-type: none">• discuss the roles and responsibilities of community workers• participate in activities to help them become aware of what it means to be a consumer• demonstrate that all people need food, clothing, and shelter

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

STAAR Reporting Category 4 – Economics, Science, Technology, and Society: The student will demonstrate an understanding of how resources, economic activities, economic systems, and issues are related to economic and technological development.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations
<p>World Geography (19) Science, technology, and society. The student understands the impact of technology and human modifications on the physical environment. The student is expected to</p> <p>(A) evaluate the significance of major technological innovations in the areas of transportation and energy that have been used to modify the physical environment; Readiness Standard</p> <p>(B) analyze ways technological innovations such as air conditioning and desalinization have allowed humans to adapt to places; Supporting Standard</p> <p>(C) examine the environmental, economic, and social impacts of advances in technology on agriculture and natural resources. Readiness Standard</p>	<p>Recognizes the impact of technology and human modifications on the physical environment.</p>

WG.19	Prerequisite Skills/Links to TEKS Vertical Alignment
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	<p><i>Impact of Science and Technology on Society</i></p> <ul style="list-style-type: none"> • identify examples of how industrialization changed life in the United States • compare the effects of scientific discoveries and technological innovations that have influenced daily life in different periods in U.S. history • explain how technological innovations brought about economic growth such as how the factory system contributed to rapid industrialization and the Transcontinental Railroad led to the opening of the west • analyze how technological innovations changed the way goods were manufactured and marketed, nationally and internationally • analyze the impact of transportation and communication systems on the growth, development, and urbanization of the United States • explain the effects of technological and scientific innovations such as the steamboat, the cotton gin, and interchangeable parts • analyze how scientific discoveries and technological innovations have resulted in an interdependence among Texas, the United States, and the world • evaluate the effects of scientific discoveries and technological innovations on the use of resources such as fossil fuels, water, and land • analyze the effects of various scientific discoveries and technological innovations on the development of Texas such as advancements in the agricultural, energy, medical, computer, and aerospace industries • compare types and uses of technology, past and present
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Continued

WG.19**Prerequisite Skills/Links to TEKS Vertical Alignment**

- make predictions about future social, economic, cultural, and environmental impacts that may result from future scientific discoveries and technological innovations
- explain how resources, belief systems, economic factors, and political decisions have affected the use of technology
- give examples of scientific discoveries and technological innovations, including the roles of scientists and inventors, that have transcended the boundaries of societies and have shaped the world
- predict how future scientific discoveries and technological innovations could affect society in the United States
- explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States
- identify how scientific discoveries, technological innovations, and the rapid growth of technology industries have advanced the economic development of the United States, including the transcontinental railroad and the space program
- predict how future scientific discoveries and technological innovations might affect life in Texas
- describe how scientific discoveries and innovations such as in aerospace, agriculture, energy, and technology have benefited individuals, businesses, and society in Texas
- identify the impact of scientific breakthroughs and new technology in computers, pasteurization, and medical vaccines on various communities
- explain how science and technology change the ways in which people meet basic needs
- describe how science and technology change communication, transportation, and recreation
- describe how technology changes the way people work
- describe how technology changes communication, transportation, and recreation
- describe how technology changes the ways families live
- describe how his or her life might be different without modern technology
- describe how technology helps accomplish specific tasks and meet people's needs
- identify examples of technology used in the home and school

Notable Scientists and Individuals

- identify Texas leaders in science and technology such as Walter Cunningham, Michael DeBakey, Denton Cooley, Benjy Brooks, Michael Dell, and Howard Hughes Sr.
- identify the accomplishments of notable individuals in the fields of science and technology, including Benjamin Franklin, Eli Whitney, John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, the Wright Brothers, and Neil Armstrong
- identify famous inventors and scientists such as Gail Borden, Joseph Glidden, Michael DeBakey, and Millie Hughes-Fulford and their contributions
- identify scientists and inventors, including Jonas Salk, Maria Mitchell, and others who have discovered scientific breakthroughs or created or invented new technology such as Cyrus McCormick, Bill Gates, and Louis Pasteur

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

STAAR Reporting Category 4 – Economics, Science, Technology, and Society: The student will demonstrate an understanding of how resources, economic activities, economic systems, and issues are related to economic and technological development.

TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations
<p>World Geography (20) Science, technology, and society. The student understands how current technology affects human interaction. The student is expected to</p> <p>(A) describe the impact of new information technologies such as the Internet, Global Positioning System (GPS), or Geographic Information Systems (GIS); Supporting Standard</p> <p>(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. Supporting Standard</p>	<p>Recognizes how current technology affects societies.</p>

WG.20 Prerequisite Skills/Links to TEKS Vertical Alignment

<p><i>Impact of Science and Technology on Society</i></p> <ul style="list-style-type: none"> • identify examples of how industrialization changed life in the United States • compare the effects of scientific discoveries and technological innovations that have influenced daily life in different periods in U.S. history • explain how technological innovations brought about economic growth such as how the factory system contributed to rapid industrialization and the Transcontinental Railroad led to the opening of the west • analyze how technological innovations changed the way goods were manufactured and marketed, nationally and internationally • analyze the impact of transportation and communication systems on the growth, development, and urbanization of the United States • explain the effects of technological and scientific innovations such as the steamboat, the cotton gin, and interchangeable parts • analyze how scientific discoveries and technological innovations have resulted in an interdependence among Texas, the United States, and the world • evaluate the effects of scientific discoveries and technological innovations on the use of resources such as fossil fuels, water, and land • analyze the effects of various scientific discoveries and technological innovations on the development of Texas such as advancements in the agricultural, energy, medical, computer, and aerospace industries • compare types and uses of technology, past and present • make predictions about future social, economic, cultural, and environmental impacts that may result from future scientific discoveries and technological innovations

Continued

WG.20**Prerequisite Skills/Links to TEKS Vertical Alignment**

- explain how resources, belief systems, economic factors, and political decisions have affected the use of technology
- give examples of scientific discoveries and technological innovations, including the roles of scientists and inventors, that have transcended the boundaries of societies and have shaped the world
- predict how future scientific discoveries and technological innovations could affect society in the United States
- explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States
- identify how scientific discoveries, technological innovations, and the rapid growth of technology industries have advanced the economic development of the United States, including the transcontinental railroad and the space program
- predict how future scientific discoveries and technological innovations might affect life in Texas
- describe how scientific discoveries and innovations such as in aerospace, agriculture, energy, and technology have benefited individuals, businesses, and society in Texas
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- describe how science and technology change communication, transportation, and recreation
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NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

Standards for Underlying Social Studies: Standards for underlying social studies skills will not be listed under a separate reporting category. These standards will be incorporated into assessment tasks in reporting categories 1–4 and identified along with content standards.

TEKS Knowledge and Skills Statement/STAAR-Tested Student Expectation

World Geography (21) Social Studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to

- (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) locate places of contemporary geopolitical significance on a map.
- (C) create and interpret different types of maps to answer geographic questions, infer relationships, and analyze change.

WG.21

Prerequisite Skills/Links to TEKS Vertical Alignment

Acquisition of Information Through a Variety of Sources

- pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, models, and databases
- create thematic maps, graphs, charts, models, and databases representing various aspects of the United States
- identify points of view from the historical context surrounding an event and the frame of reference which influenced the participants
- differentiate between, locate, and use valid primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about the United States
- evaluate the validity of a source based on language, corroboration with other sources, and information about the author
- identify bias in written, oral, and visual material
- support a point of view on a social studies issue or event
- identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants
- differentiate between, locate, and use valid primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about Texas
- organize and interpret information from outlines, reports, databases, and visuals including graphs, charts, timelines, and maps
- identify the elements of frame of reference that influenced participants in an event
- identify different points of view about an issue or current topic
- differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about various world cultures
- identify the historical context of an event
- identify different points of view about an issue, topic, or current event
- differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States

Continued

WG.21**Prerequisite Skills/Links to TEKS Vertical Alignment**

- analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions
- organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps
- identify different points of view about an issue, topic, historical event, or current event
- differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States and Texas
- use appropriate mathematical skills to interpret social studies information such as map and graphs
- interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps
- interpret oral, visual, and print material by identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing and contrasting
- research information, including historical and current events, and geographic data, about the community and world, using a variety of valid print, oral, visual, and Internet resources
- use various parts of a source, including the table of contents, glossary, and index, as well as keyword Internet searches to locate information
- interpret oral, visual, and print material by identifying the main idea, predicting, and comparing and contrasting
- obtain information about a topic using a variety of valid visual sources such as pictures, maps, electronic sources, literature, reference sources, and artifacts
- obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, maps, literature, and artifacts
- sequence and categorize information
- obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music
- obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, print material, and artifacts

Technology and devices skills

- recognize that information is accessible through the use of technology
- operate voice/sound recorders and touch screens
- use and name a variety of computer input devices, such as mouse, keyboard, voice/sound recorder, touch screen, CD-ROM
- open and navigate through software programs designed to enhance development of appropriate concepts

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

Standards for Underlying Social Studies: Standards for underlying social studies skills will not be listed under a separate reporting category. These standards will be incorporated into assessment tasks in reporting categories 1–4 and identified along with content standards.

TEKS Knowledge and Skills Statement/STAAR-Tested Student Expectation

World Geography (22) Social Studies skills. The student communicates in written, oral, and visual forms. The student is expected to (C) use geographic terminology correctly.

WG.22

Prerequisite Skills/Links to TEKS Vertical Alignment

Communication in a Variety of Forms

- create written, oral, and visual presentations of social studies information
- transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate
- use standard grammar, spelling, sentence structure, punctuation, and proper citation of sources
- use proper citations to avoid plagiarism
- create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies based on research
- incorporate main and supporting ideas in verbal and written communication based on research
- express ideas orally based on research and experiences
- use social studies terminology correctly
- create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies
- incorporate main and supporting ideas in verbal and written communication
- use standard grammar, spelling, sentence structure, and punctuation
- use technology to create written and visual material such as stories, poems, pictures, maps, and graphic organizers to express ideas
- create written and visual material such as stories, poems, maps, and graphic organizers to express ideas
- create and interpret visual and written material
- express ideas orally based on knowledge and experiences
- create and interpret visuals, including pictures and maps

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

Standards for Underlying Social Studies: Standards for underlying social studies skills will not be listed under a separate reporting category. These standards will be incorporated into assessment tasks in reporting categories 1–4 and identified along with content standards.

TEKS Knowledge and Skills Statement/STAAR-Tested Student Expectation

World Geography (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

- (B) use case studies and GIS to identify contemporary challenges and to answer real-world questions.

WG.23

Prerequisite Skills/Links to TEKS Vertical Alignment

Problem Solving, Decision-Making, and Independent Thinking Skills

- 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
- use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of that decision
- use a problem-solving process 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
- use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of the decision

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.