

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

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

June 2018

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

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

GEOGRAPHY STRAND, SOCIAL STUDIES RECOMMENDATIONS TABLE OF CONTENTS

Kindergarten.....	page 2
Grade 1.....	pages 3 – 4
Grade 2.....	pages 5 – 6
Grade 3.....	pages 7 – 8
Grade 4.....	pages 9 – 10
Grade 5.....	pages 11 – 12
Grade 7.....	pages 13 – 14
Grade 8.....	page 15
United States History Studies Since 1877.....	page 16
World History Studies.....	page 17

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

TEKS with edits		Work Group Comments/Rationale	Instruction Time Reduction
(b)	Knowledge and skills.		
(4)	Geography. The student understands the concept of location. The student is expected to:		
(A)	use <u>spatial</u> terms, including over, under, near, far, left, and right, to describe relative location;	Elementary teachers may not be aware that spatial terms are integral to teaching geography. This will clarify the concept of the term spatial may help teachers recognize a place to integrate math into the social studies and vice versa. Instructional materials include this term since it is a major part of understanding geography.	No change
(B)	locate places on the school campus and describe their relative locations; and		
(C)	identify <u>and explore geographic</u> tools that aid in determining location, including maps and globes.	This addition does not add to the SE, but rather adds consistency of terminology used throughout the geography strand k-12. The Pre-K geography guidelines include “and explore” which refers to tactile experiences rather than just identify. So in order for alignment K-2. Instructional material was checked.	No change
(5)	Geography. The student understands physical and human characteristics of place <u>to better understand self, home, family, classroom, and the world around them</u> . The student is expected to:	This clarifies for the Kinder teacher that understanding place at this age is at a smaller scale and should focus on these areas of a child’s known world. This correlates to the Introduction of the course.	No change
(A)	identify the physical characteristics of place such as landforms, bodies of water, <u>Earth’s natural</u> resources, and weather; and	At a Kinder level removing the word natural is age level appropriate and aligned with instructional material. The word Earth clarifies the focus of place rather than trying to teach “natural resources”. Natural resources are not identified until 2 nd grade in the Science TEKS (2.7C)	45 minutes
(B)	identify how <u>geographic location influences the</u> human characteristics of place such as <u>ways of earning a living</u> , shelter, clothing, food, and activities <u>are based upon geographic location</u> .	The change in wording clarifies this SE for ease of understanding. The ways of earning a living is not age appropriate for Kinder. It is more appropriate for a higher grade level and should be in an Economic Strand.	90 minutes

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

TEKS with edits		Work Group Comments/Rationale	Instructional Time Reduction
(b)	Knowledge and skills.		
(4)	Geography. The student understands the relative location of places. The student is expected to:		
(B)(A)	locate places using the four cardinal directions. and	The rationale for changing A and B SE is that it is more developmentally appropriate to teach “Relative terminology in B” before actually introducing 4 cardinal directions.	No change
(A)(B)	describe the location of self and objects relative to other locations in the classroom and school <u>using spatial terms</u> ; <u>and</u>	The clarification supports the TEKS from previous grade levels and uses the same terms from Kinder. After checking with the instructional materials this wording is included.	No change
(5)	Geography. The student understands the purpose of <u>geographic tools</u> , <u>including</u> maps and globes. The student is expected to:	Clarifying “geographic tools” helps teachers recognize that this terminology is used throughout the Geography strand K-12.	No change
(A)	create and use simple maps such as maps of the home, classroom, school, and community; and		
(B)	locate <u>and explore</u> the community, Texas, and the United States on maps and globes.	This change provides consistency from Kindergarten to First Grade. Exploring is an important tactile concept for this grade level. Instructional material covers this concept of exploring in 1st.	No change
(6)	Geography. The student understands various physical and human characteristics <u>of place to better understand their community and the world around them</u> . The student is expected to:	The term various is too nebulous and opens the door for confusion therefore we crossed out this word. “Of place” is a more concrete term used in all of the instructional material and is consistent with Geography K-12. Adding the term community and world around them helps focus the teachers on the purpose stated in the 1st grade Introduction for social studies.	45 minutes
(A)	identify and describe the physical characteristics of place such as landforms, bodies of water, <u>Earth’s</u> natural resources, and weather; <u>and</u>	Provides alignment to Kinder.	45 minutes
(B)	identify examples of and uses for natural resources in the community, state, and nation; and	The concept of natural resources is introduced in science in 3.7D therefore it is not appropriate for 1st grade. This standard was not tied to the characteristics of place as used in these SEs. It is more of an economic factor.	174 minutes

(B)(C)	identify and describe how <i>geographic location</i> influences the human characteristics of place such as shelter, clothing, food, and activities are based upon <i>geographic location</i> .	We clarified this SE by moving “geographic location” and inserting the word “influences.” The word influences provided consistency with Kinder SE 5B	No change
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§113.13. Social Studies, Grade 2, Beginning with School Year 2011-2012.

TEKS with edits		Work Group Comments/Rationale	Instructional Time Reduction
(b)	Knowledge and skills.		
(5)	Geography. The student uses simple geographic tools, <u>including</u> such as maps and globes. The student is expected to:	The term including is consistent with other grade levels.	No change
(A)	<u>identify and use</u> interpret information on maps and globes using basic map elements such as title, <u>cardinal directions</u> orientation (north, south, east, west), and legend/map keys; and	Age appropriate verb clarification when changing interpret to identify and use. We crossed out orientation (north, south, east and west) and inserted the consistent term of cardinal direction that is used in prior and subsequent grade levels. The vocabulary is consistent with instructional materials.	45 minutes
(B)	create maps to show places and routes within the home, school, and community.		
(6)	Geography. The student understands the <u>location</u> locations and characteristics of places and regions in <u>their</u> the community, state, <u>country</u> , and nation <u>and the world</u> . The student is expected to:	By taking out “and characteristics, and regions” this is more age appropriate for 2 nd grade and the SE’s below did not address characteristics or regions. Regions isn’t addressed in instructional materials. Clarification of the term nation in a geographic sense refers to a specific group of people based on culture, therefore the correct term needed here is country. SE’s under refer to the world therefore, “and the world” needed to be added because that concept is part of the Introduction of 2 nd grade.	90 minutes
(A)	identify major landforms and bodies of water, including each of the <u>seven</u> continents and each of the <u>four</u> oceans, on maps and globes; <u>and</u>	Clarification for consistency in understanding continents and oceans in the 2 nd grade instructional materials. NOTE: For vertical alignment purposes the discrepancies of the 5 th Ocean and other descriptions of Continents can be addressed in the upper grades.	No change
(B)	locate places of significance , including the local community, Texas, <u>the United States</u> , the state capital, the U.S. capital, major cities in Texas, the coast of Texas, and the bordering countries of Canada; <u>and</u> Mexico; and the United States on maps and globes; and	Following the TEK of local, state, nation and world this clarification of the SE flows for better understanding. The crossed out sections do not follow the Knowledge and Skills statement.	90 minutes
(C)	examine information from various sources about places and regions.	This is more of a skill and is redundant because it is located in the Social Studies skills 2.18 (A-E) Time saving occurs because it is no longer taught in isolation.	90 minutes

(7)	Geography. The student understands how physical characteristics of places and regions affect people's activities and settlement patterns. The student is expected to:	This entire TEK doesn't align with any other grade level TEK and is not appropriate for this course of study. Teaching this in isolation is not effective. Where this concept is very important the connection piece to application is not appropriate at 2 nd grade. This will be taught in context starting at grade 4.	(The times below are from Group A estimates)
(A)	describe how weather patterns and seasonal patterns affect activities and settlement patterns;		171 minutes
(B)	describe how natural resources and natural hazards affect activities and settlement patterns;		150 minutes
(C)	explain how people depend on the physical environment and natural resources to meet basic needs; and		169 minutes
(D)	identify the characteristics of different communities, including urban, suburban, and rural, and how they affect activities and settlement patterns.	SPECIAL NOTE this SE needs to be addressed in another grade level where direct application of understanding can be provided such as 5 th grade in the explanation of Growth of Cities 5.7C and the concept settlement patterns of rural to urban needed in 4 th and 5 th grade.	173 minutes
(7)(8)	Geography. The student understands how humans use and modify the physical environment <u>of place</u> . The student is expected to:	The wording "of place" is added consistency of geographic vocabulary	
(A)	identify ways in which people have modified the physical environment such as <u>clearing land</u> , building roads, <u>clearing land for urban development</u> and agricultural use, and drilling for oil;	We removed the term urban (Refer to 7D) The term "for urban development and" isn't a necessary part of understanding the concept of modifying the environment. The arrangement of such as statements makes the flow of the SE more appropriate.	90 minutes
(B)	identify positive and negative consequences of human modification of the physical environment such as the use of irrigation to improve crop yields ; and	A jump from "identify in (A) then jumping to "positive and negative consequences" is a difficult concept at this grade level. This will be addressed at later grade levels.	135 minutes
(C)	identify ways people can conserve and replenish <u>Earth's natural</u> resources.	Clarification for consistency	No change

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

TEKS with edits		Work Group Comments/Rationale	Instructional Time Reduction
(b)	Knowledge and skills.		
(4)	Geography. The student understands how humans adapt to <u>and/or modify</u> variations in the physical environment. The student is expected to:	Clarification of the Knowledge and Skills to align with the SE's. In Geography adapt and modify are separate geographic concepts and both are addressed in the SE's and is in all instructional materials.	No change
(A)	describe <u>similarities and differences</u> and explain variations in the physical environment, including climate, landforms, natural resources, and natural hazards;	Clarification – similarities and differences is more grade appropriate for 3 rd grade. Note: that this grade level Natural Resources changes from Earth resources. This is addressed in the Science TEKS and all instructional material.	No change
(B)	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;		
(C)	describe the effects of physical processes such as volcanoes, hurricanes, and earthquakes in shaping the landscape; <u>and</u>		
(D)	describe the effects of human processes such as building new homes, conservation, and pollution in shaping the landscape. ; <u>and</u>		
(E)	identify and compare the human characteristics of various regions.	Eliminating this SE is more in line with the pattern throughout the early grade levels. Various regions is too broad and not grade level appropriate. This SE doesn't align with the Knowledge statement.	133 minutes
(5)	Geography. The student understands the concepts of location, distance, and direction on maps and globes. The student is expected to:		
(A)	use cardinal and intermediate directions to locate places on maps and globes such as the Rocky Mountains, the Mississippi River, and Austin, Texas; in relation to the local community;	By eliminating the “such as” statement we bring the focus back to the SE of introducing intermediate directions and using cardinal directions on maps and globes, as well as the 3 rd grade focus of community.	45 minutes
(B)	use a scale to determine the distance between places on maps and globes; <u>and</u>		
(C)	identify, and use the compass rose, grid system, and symbols to locate places on maps and globes; and	Combined with 5(D) for clarity	No change

(C)(D)	<i>identify</i> , create, and interpret maps of places and regions that contain map elements, including a title, compass rose, legend, scale, and grid system.	The elimination of “and regions” as a concept will be introduced in a more appropriate context in 4 th grade.	45 minutes
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§113.15. Social Studies, Grade 4, Beginning with School Year 2011-2012.

TEKS with edits		Work Group Comments/Rationale	Instructional Time Reduction
(b)	Knowledge and skills.		
(6)	<i>Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:</i>	Moved this knowledge and skill to Social Studies Skills strand in collaboration with Social Studies Skills Work Group D.	
(A)	<i>apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps; and</i>		
(B)	<i>translate geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps.</i>		
(6)(7)	Geography. The student understands the concept of regions. The student is expected to:		
(A)	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;	Since this is the first time to introduce the concept of region. We felt it was appropriate to start with the foundational concept of physical regions.	105 minutes
(A)(B)	identify, locate, and describe compare the <u>physical geographic</u> regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains), including their <u>characteristics such as</u> landforms, climate, and <u>vegetation, and economic activities</u> ; and	Provides specificity to align with the Knowledge statement. Vertical aligns to upper grade levels. Included in all instructional materials.	No change
(B)(C)	compare the <u>physical geographic</u> 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.	Since the concept of regions is a very difficult we felt that 4 th grade needs to focus on just Texas as an introduction of regions.	45 minutes

(7)(8)	Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:		
(A)	identify and explain clusters and patterns of settlement <i>such as the location of towns and cities</i> in Texas at different time periods such as prior to the Texas Revolution, after the building of the railroads, and following World War II; <u>and</u>	“Cluster and” term does not align with the K-3 pattern and the cluster term is similar enough to pattern. The original “such as” statements were a distractor from the SE. Patterns of settlement change constantly based on historical events and time periods. The new “such as” statement provides an example. This SE now provides clarity and focus of intent.	No change
(B)	describe and explain the location and distribution of various towns and cities in Texas, past and present; and	This SE is now addressed in (B)	No change
(B)(C)	explain the geographic factors such as landforms and climate that influence patterns of settlement and the distribution of population in Texas, past and present.	This SE should go first since this is a geographic strand, because geographic factors affects where you live. Provides a better sequence of understanding.	No change
(8)(9)	Geography. The student understands how people adapt to and modify their environment. The student is expected to:		
(A)	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;		
(B)	<u>explain</u> 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; and	“Explain’ is consistent wording with other grade levels. Provides appropriate rigor to the SE.	No change
(C)	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.	The such as statement was taken out to align with the 5 th grade SE.	30 minutes

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

TEKS with edits		Work Group Comments/Rationale	Instruction Time Reduction
(b)	Knowledge and skills.		
(6)	<i>Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:</i>	Moved this knowledge and skill to Social Studies Skills in collaboration with SS Skills Work Group D	
(A)	<i>apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps; and</i>		
(B)	<i>translate geographic data into a variety of formats such as raw data to graphs and maps.</i>		
(6) (7)	Geography. The student understands <u>places and</u> the concept of regions in the United States. The student is expected to:	Clarifies the knowledge statement to address SE	
(A)	describe a variety of regions in the United States such as political, population, and economic regions that result from patterns of human activity;	Redundancy of words. Regions vary by nature. This also is consistent with the other grade levels.	No change
(B)	describe a variety of regions in the United States <u>based on physical characteristics</u> such as landform, climate, and vegetation regions that result from physical characteristics such as the Great Plains, Rocky Mountains, and Coastal Plains;	Clarifying and streamlining this SE (having two such as statements was confusing)	No change
(C)	locate on a map important political features such as the ten largest <u>cities</u> urban areas in the United States, the 50 states and their capitals, and regions such as the Northeast, the Midwest, and the Southwest; and	Clarification of the SE to focus on political features and not confuse the SE by adding regions which can be political, physical, cultural etc...	45 minutes
(D)	<u>create a map of important physical features such as the Appalachian Mountains, Great Lakes, Mississippi River, Great Plains and Rocky Mountains.</u> locate on a map important physical features such as the Rocky Mountains, Mississippi River, and Great Plains.	Addition of the content was based on instructional material and relevant for many eras in 7 th and 8 th grade. Recommendation for the next full review: add more creation of historically relevant maps.	

(7) (8)	Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:		
(A)	identify and describe the <u>patterns</u> types of settlement <u>such as rural, urban, and suburban;</u> and <u>patterns of land use in the United States;</u>	Clarifying the intent of the SE. Moved the vocabulary of rural, urban and suburban from 2 nd grade to the appropriate grade level content.	90 minutes
(B)	explain the geographic factors that influence patterns of settlement and the distribution of population in the United States, past and present; and		
(C)	analyze the <u>geographic factors that influence</u> reasons for the location of <u>the five largest urban areas</u> cities in the United States, including capital cities; and explain their distribution, past and present.	It narrows the intent of the SE and aligns with the instructional material	45 minutes
(8) (9)	Geography. The student understands how people adapt to and modify their environment. The student is expected to:		
(A)	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; and		
(B)	analyze the positive and negative consequences of human modification of the environment in the United States, past and present.		

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

TEKS with edits		Work Group Comments/Rationale	Instructional Time Reduction
(b)	Knowledge and skills.		
(8)	<i>Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:</i>	Moved this knowledge and skill to Social Studies Skills in collaboration with SS Skills Work Group D	
(A)	<i>create and interpret thematic maps, graphs, charts, models, and databases representing various aspects of Texas during the 19th, 20th, and 21st centuries; and</i>		
(B)	<i>analyze and interpret geographic distributions and patterns in Texas during the 19th, 20th, and 21st centuries.</i>		
(8) (9)	Geography. The student understands the location and characteristics of places and regions of Texas. The student is expected to:		
(A)	locate <u>and compare</u> 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;	Clarification of SE by focusing on regions and including comparison of regions. Compare is more rigorous.	90 minutes
(B)	<u>locate and</u> compare places and regions of <u>importance in</u> Texas in terms of physical and human characteristics <u>such as major cities, rivers, natural and historic landmarks, political and cultural regions, and local points of interest;</u> and	Clarification of SE by focusing on places of importance in Texas and noting specific aspects to compare. Although there was an addition of specificity to this SE, no instructional time will be added nor reduced. Content is addressed in instructional materials. Future Recommendation: Replace rivers with water resources so it does not limit content	No change
(C)	analyze the effects of physical and human factors such as climate, weather, landforms, irrigation, transportation, and communication on major events in Texas.		
(9) (10)	Geography. The student understands the effects of the interaction between humans and the environment in Texas during the 19th, 20th, and 21st centuries. The student is expected to:	Removing the specific centuries allows for a more broad approach, specifically to include interactions that took place in the 1700s.	No change
(A)	identify ways in which Texans have adapted to and modified the environment and <u>explain</u> analyze the positive and negative consequences of the modifications; and	8.11B is written at a lower cognitive level, therefore changing analyze to explain improves vertical alignment from 7 th to 8 th grade.	45 minutes

(B)	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.		
(10)(11)	Geography. The student understands the characteristics, distribution, and migration of population in Texas in the 19th, 20th, and 21st centuries. The student is expected to:		
(A)	<u>identify</u> analyze why immigrant groups came to Texas and where they settled;	8.23A is written at a lower cognitive level, therefore changing analyze to explain improves vertical alignment from 7 th to 8 th grade.	45 minutes
(B)	<u>describe</u> analyze how immigration and migration to Texas in the 19th, 20th, and 21st centuries <u>has</u> have influenced Texas;	Changing the verb from analyze to describe will help expand mastery of the knowledge statement. The knowledge statement defines the time periods to be addressed.	45 minutes
(D)(E)	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. and	The knowledge statement defines the time periods to be addressed. Change the order of the SE for better alignment.	No change
(C)(D)	describe the structure of the population of Texas using demographic concepts such as growth rate and age distribution. and .	Change the order of the SE for better alignment.	No change

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

TEKS with edits		Work Group Comments/Rationale	Instruction Time Reduction
(b)	Knowledge and skills.		
(10)	Geography. The student understands the location and characteristics of places and regions of the United States, past and present. The student is expected to:		
(A)	locate places and regions of importance <u>directly related to major eras and turning points</u> in the United States during the 17th, 18th, and 19th centuries;	Group D recommends not combining with another SE; locating places within specific time periods addresses historic skills. Narrowing scope and specifying content, aligns with WH 16(A) language.	90 minutes
(B)	compare places and regions of the United States in terms of physical and human characteristics; and	Group D recommends not combining with another SE; the physical and human characteristics of a place in region, this addresses the geographic importance.	No change
(C)	analyze the effects of physical and human geographic factors <u>such as weather, landforms, waterways, transportation, and communication</u> on major historical and contemporary events in the United States.	Through group discussion to provide specifics of clarification for the teacher, it aligns with 7.9(C), and are factors addressed in current instructional materials. Course scope and sequence ends in the 19 th Century and the SE speaks to contemporary.	45 minutes
(11)	Geography. The student understands the physical characteristics of North America and how humans adapted to and modified the environment through the mid-19th century. The student is expected to:		
(A)	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; and	Redundant, previously addressed in the knowledge statement.	No change
(B)	describe the positive and negative consequences of human modification of the physical environment of the United States. and		No change
(C)	describe how different immigrant groups interacted with the environment in the United States during the 17th, 18th, and 19th centuries.	This content is addressed in 11B. The influence of Immigrant groups is addressed in the cultural strand and the knowledge and skill statement for 11 does not require a specific immigrant group.	135 minutes

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

TEKS with edits		Work Group Comments/Rationale	Instruction Time Reduction
(c)	Knowledge and skills.		
(12)	Geography. The student understands the impact of geographic factors on major events. The student is expected to:		
(A)	analyze the impact of physical and human geographic factors on the settlement of the Great Plains , the Klondike Gold Rush, the Panama Canal, the Dust Bowl, and the levee failure in New Orleans after Hurricane Katrina; and	It is not a major event in the time period of this course. The significant settlement of the great plains was prior to 1877. For the full review, correlate turning points to the major eras in the history strand.	45 minutes
(B)	identify and explain reasons for changes in political boundaries such as those resulting from statehood and international conflicts.		
(13)	Geography. The student understands the causes and effects of migration and immigration on American society. The student is expected to:		
(A)	analyze the causes and effects of changing demographic patterns resulting from migration within the United States, including western expansion, rural to urban, the Great Migration, and the Rust Belt to the Sun Belt; and		
(B)	analyze the causes and effects of changing demographic patterns resulting from legal and illegal immigration to the United States.	The status of immigrants does not change geographic patterns.	No change
(14)	Geography. The student understands the relationship between population growth and modernization on the physical environment. The student is expected to:	Modernization is not addressed in SE Clarification of the knowledge and skills statement	No change
(A)	identify the effects of population growth and distribution on the physical environment; <u>and</u>		
(B)	identify the roles of governmental entities and private citizens in managing the environment such as the establishment of the National Park System, the Environmental Protection Agency (EPA), and the Endangered Species Act; and		
(C)	understand the effects of governmental actions on individuals, industries, and communities, including the impact on Fifth Amendment property rights.	It is not aligned to the knowledge and skill 14	90 minutes

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

TEKS with edits		Work Group Comments/Rationale	Instruction Time Reduction
(c)	Knowledge and skills.		
(15)	<i>Geography. The student uses geographic skills and tools to collect, analyze, and interpret data. The student is expected to:</i>	Moved this knowledge and skill to Social Studies Skills in collaboration with SS Skills Work Group D	No change
(A)	<i>create and interpret thematic maps, graphs, and charts to demonstrate the relationship between geography and the historical development of a region or nation; and</i>		
(B)	<i>analyze and compare geographic distributions and patterns in world history shown on maps, graphs, charts, and models.</i>		
(15) (16)	Geography. The student understands the impact of geographic factors on major historic events and processes. The student is expected to:		
(A)	locate places and regions of historical significance directly related to major eras and turning points in world history;		
(B)	analyze the influence of human and physical geographic factors on major events in world history <u>such as</u> including the development of river valley civilizations, trade in the Indian Ocean, and the opening of the Panama and Suez canals; and	Changing to “such as” allows the application and scope of geographic thinking across different time periods. Recommendation with a full review consider additional examples such as Silk Road, Trans-Sahara Trade Route, Geopolitical issues and events.	No change
(C)	interpret maps, charts, and graphs to explain how geography has influenced people and events in the past.		