

TEKS Clarification Document

Social Studies– World Geography

2012 – 2013



SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

WORLD GEOGRAPHY

§113.40. Implementation of Texas Essential Knowledge and Skills for Social Studies, High School, Beginning with School Year 2011-2012.

Source: *The provisions of this §113.40 adopted to be effective August 23, 2010, 35 TexReg 7232.*

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

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

(b) Introduction.

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

(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as contemporary and historic maps of various types, satellite-produced images, photographs, graphs, map sketches, and diagrams is encouraged.

(3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (c) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(4) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.

(5) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).

(6) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.

Knowledge and Skills Statement (TEKS); Student Expectation (TEKS)

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(7) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.

(A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.

(B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."

(8) Students identify and discuss how the actions of U.S. citizens and the local, state, and federal governments have either met or failed to meet the ideals espoused in the founding documents.

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WG.1	<i>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:</i>
WG.1A	<p>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 influenced migration patterns and shaped the distribution of culture groups today.</p> <p><i>Readiness Standard</i></p> <p>Analyze, Describe</p> <p>THE EFFECTS OF PHYSICAL AND HUMAN GEOGRAPHIC PATTERNS AND PROCESSES ON THE PAST AND THEIR IMPACT ON THE PRESENT MIGRATION PATTERNS AND THE DISTRIBUTION OF CULTURE GROUPS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Significant physical features such as major mountain ranges, deserts, plains, bodies of water, and river basins • Significant environmental conditions such as harsh, arid regions, extreme heat or cold, and drought or excessive precipitation • Origins and diffusion of cultural groups in cradles of civilization in different regions • Human geographic patterns and processes of economic activities, expansion, religion, and war
WG.1B	<p>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.</p> <p><i>Readiness Standard</i></p> <p>Trace, Describe</p> <p>SPATIAL DIFFUSION OF PHENOMENA AND THE EFFECTS ON REGIONS OF CONTACT</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Columbian Exchange • American popular culture • Identify other phenomena, their origin and significance, and why and how they spread
WG.2	<i>History. The student understands how people, places, and environments have changed over time and the effects of these changes. The student is expected to:</i>
WG.2A	Describe the human and physical characteristics of the same regions at different periods of time to evaluate relationships between past

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	<p>events and current conditions.</p> <p><i>Readiness Standard</i></p> <p>Describe, Evaluate</p> <p>HUMAN AND PHYSICAL CHARACTERISTICS OF THE SAME REGIONS AT DIFFERENT PERIODS OF TIME TO EVALUATE RELATIONSHIPS BETWEEN PAST EVENTS AND CURRENT CONDITIONS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • The development of empires and its impact on human characteristics over time • Events like war, revolution, exploration and the impact on societies over time • Domestication of plants and animals and the use of different geographic features (e.g., plains for agriculture) • The expansion or decline of environment regions (e.g., the expansion of the Sahara and the decline of tropical rainforests) • Major geological events on civilizations
<p>WG.2B</p>	<p>Explain how changes in societies have led to diverse uses of physical features.</p> <p><i>Supporting Standard</i></p> <p>Explain</p> <p>HOW CHANGES IN SOCIETIES HAVE LED TO DIVERSE USES OF PHYSICAL FEATURES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Change from a nomadic to an agrarian to an industrialized society • Change in economic activities • Demands and uses of natural resources as cultures transition from rural to urban societies • Population growth and demands on water and other food resources • Expansion of travel for different reasons in society
<p>WG.3</p>	<p><i>Geography. The student understands how physical processes shape patterns in the physical environment. The student is expected to:</i></p>
<p>WG.3A</p>	<p>Explain weather conditions and climate in relation to annual changes in Earth-Sun relationships.</p> <p><i>Supporting Standard</i></p>

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	<p>Explain</p> <p>WEATHER CONDITIONS AND CLIMATE IN RELATION TO ANNUAL CHANGES IN EARTH-SUN RELATIONSHIPS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Rotation • Revolution • Position in solar system • Coriolis Effect • Current and wind patterns • Solstice • Equinox • Seasons • Tropical, temperate, and polar climate zones • Types of precipitation
<p>WG.3B</p>	<p>Describe the physical processes that affect the environments of regions, including weather, tectonic forces, erosion, and soil-building processes.</p> <p><i>Readiness Standard</i></p> <p>Describe</p> <p>PHYSICAL PROCESSES THAT AFFECT THE ENVIRONMENTS OF REGIONS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Weather • Tectonic forces • Erosion • Soil-building
<p>WG.3C</p>	<p>Examine the physical processes that affect the lithosphere, atmosphere, hydrosphere, and biosphere.</p>

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	<p>Supporting Standard</p> <p>Examine</p> <p>PHYSICAL PROCESSES THAT AFFECT THE LITHOSPHERE, ATMOSPHERE, HYDROSPHERE, AND BIOSPHERE</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • The four spheres of the Earth's system • Physical processes that affect the lithosphere, atmosphere, hydrosphere, and biosphere <ul style="list-style-type: none"> • Lithosphere (e.g., weathering, plate tectonics, erosion) • Atmosphere (e.g., climate) • Hydrosphere (e.g., oceans) • Biosphere (e.g., ecosystems)
<p>WG.4</p>	<p>Geography. The student understands the patterns and characteristics of major landforms, climates, and ecosystems of Earth and the interrelated processes that produce them. The student is expected to:</p>
<p>WG.4A</p>	<p>Explain how elevation, latitude, wind systems, ocean currents, position on a continent, and mountain barriers influence temperature, precipitation, and distribution of climate regions.</p> <p>Readiness Standard</p> <p>Explain</p> <p>HOW ELEVATION, LATITUDE, WIND SYSTEMS, OCEAN CURRENTS, POSITION ON A CONTINENT, AND MOUNTAIN BARRIERS INFLUENCE TEMPERATURE, PRECIPITATION, AND DISTRIBUTION OF CLIMATE REGIONS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Factors that influence the various types of climate regions <ul style="list-style-type: none"> • Prevailing winds • Latitudinal location • Ocean currents • Elevation • Global, or prevailing, wind belts that affect ocean currents: trade winds, doldrums, westerlies, polar winds, and mountain barriers • Main climate patterns of the world, according to their general geographic distribution, major weather patterns, and native vegetation: humid

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	<p>tropical (tropical rain forest), tropical savanna, desert, steppe, marine west coast, Mediterranean, humid subtropical, humid continental, subarctic, tundra, ice cap, and highland</p> <ul style="list-style-type: none"> • Climates in the low, middle, and high latitude zones • The impact of the position on a continent (coastal vs. continental) on specific types of climates
WG.4B	<p>Describe different landforms and the physical processes that cause their development.</p> <p><i>Supporting Standard</i></p> <p>Describe</p> <p>DIFFERENT LANDFORMS AND THE PHYSICAL PROCESSES THAT CAUSE THEIR DEVELOPMENT</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Example landforms and processes that formed them • Plate tectonics, convection • Weathering and erosion • Forces within the Earth (e.g., earthquakes, tsunamis, and volcanoes), surface forces (weather, deposition, and erosion), and resulting land forms
WG.4C	<p>Explain the influence of climate on the distribution of biomes in different regions.</p> <p><i>Supporting Standard</i></p> <p>Explain</p> <p>THE INFLUENCE OF CLIMATE ON THE DISTRIBUTION OF BIOMES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Location and types of biomes • Climate regions of the world <ul style="list-style-type: none"> • Tropical • Dry • Middle latitudinal • High latitudinal

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	<ul style="list-style-type: none"> • Highland • Microclimates
WG.5	<i>Geography. The student understands how political, economic, and social processes shape cultural patterns and characteristics in various places and regions. The student is expected to:</i>
WG.5A	<p>Analyze how the character of a place is related to its political, economic, social, and cultural elements.</p> <p><i>Readiness Standard</i></p> <p>Analyze</p> <p>HOW THE CHARACTER OF A PLACE IS RELATED TO ITS POLITICAL, ECONOMIC, SOCIAL, AND CULTURAL ELEMENTS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • The character of a place is a combination of living components, nonliving components, origin and history • Political characteristics of a place • Economic characteristics of a place • Social characteristics of a place • Cultural characteristics of a place
WG.5B	<p>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.</p> <p><i>Supporting Standard</i></p> <p>Interpret</p> <p>POLITICAL, ECONOMIC, SOCIAL, AND DEMOGRAPHIC INDICATORS TO DETERMINE THE LEVEL OF DEVELOPMENT AND STANDARD OF LIVING</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • GNP, GDP • Life expectancy • Literacy

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- Infant mortality
- Per-capita
- Literacy rates
- Middle income
- Developed
- Developing
- Less developed
- More developed
- Newly industrialized
- Human Development Index

WG.6 *Geography. The student understands the types, patterns, and processes of settlement. The student is expected to:*

WG.6A **Locate and describe human and physical features that influence the size and distribution of settlements.**

Supporting Standard

Locate, Describe

HUMAN AND PHYSICAL FEATURES THAT INFLUENCE THE SIZE AND DISTRIBUTION OF SETTLEMENTS

Including, but not limited to:

- Human features
 - Understand the process of urbanization and how different factors have influenced the development, growth, and relative decline of cities through time
 - Understand different types of settlements and their characteristics
 - Exchange of goods and services
 - Economic activity
 - Migration and immigration
 - Political and economic challenges
- Physical features
 - Identify patterns in factors of settlement such as bodies of water, transportation routes, climates, and biomes

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	<ul style="list-style-type: none"> • Understand what forms barriers to or facilitates location and size of settlements
WG.6B	<p>Explain the processes that have caused changes in settlement patterns, including urbanization, transportation, access to and availability of resources, and economic activities.</p> <p><i>Readiness Standard</i></p> <p>Explain</p> <p>PROCESSES THAT HAVE CAUSED CHANGES IN SETTLEMENT PATTERNS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Urbanization • Transportation • Access to and availability of resources • Economic activities • Access to sources of food and water • Push/pull factors
WG.7	<p><i>Geography. The student understands the growth, distribution, movement, and characteristics of world population. The student is expected to:</i></p>
WG.7A	<p>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.</p> <p><i>Supporting Standard</i></p> <p>Construct, Analyze, Describe, Predict</p> <p>POPULATION PYRAMIDS TO DESCRIBE THE POPULATION CHARACTERISTICS OF DIFFERENT SOCIETIES AND TO PREDICT FUTURE POPULATION TRENDS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Construct and analyze population pyramids from various countries • Describe the population characteristics and predict future trends • Analyze population pyramids and other data, graphs, and maps from selected countries to understand and predict the needs of a population and

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	its future growth trends
WG.7B	<p>Explain how political, economic, social, and environmental push and pull factors and physical geography affect the routes and flows of human migration.</p> <p><i>Readiness Standard</i></p> <p>Explain</p> <p>HOW PUSH AND PULL FACTORS AND PHYSICAL GEOGRAPHY AFFECT HUMAN MIGRATION</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Political push and pull factors • Economic push and pull factors • Social push and pull factors • Environmental push and pull factors • Understanding the effect of physical geography on human migration
WG.7C	<p>Describe trends in world population growth and distribution.</p> <p><i>Readiness Standard</i></p> <p>Describe</p> <p>TRENDS IN WORLD POPULATION GROWTH AND DISTRIBUTION</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Analyze population pyramids and other data, graphs, and maps from different regions • Understand and predict needs of the population and its future growth trends
WG.7D	<p>Examine benefits and challenges of globalization, including connectivity, standard of living, pandemics, and loss of local culture.</p> <p><i>Supporting Standard</i></p> <p>Examine</p> <p>BENEFITS AND CHALLENGES OF GLOBALIZATION</p>

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	<p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Connectivity • Standard of living • Pandemics • Loss of local culture • Interdependency
WG.8	<i>Geography. The student understands how people, places, and environments are connected and interdependent. The student is expected to:</i>
WG.8A	<p>Compare ways that humans depend on, adapt to, and modify the physical environment, including the influences of culture and technology.</p> <p><i>Readiness Standard</i></p> <p>Compare</p> <p>WAYS THAT HUMANS DEPEND ON, ADAPT TO, AND MODIFY THE PHYSICAL ENVIRONMENT</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Needs of society • Development of society • Values of society • Type of environment • Availability and access to resources
WG.8B	<p>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.</p> <p><i>Readiness Standard</i></p> <p>Describe, Analyze</p> <p>THE INTERACTION BETWEEN HUMANS AND THE PHYSICAL ENVIRONMENT AND THE CONSEQUENCES OF EXTREME WEATHER AND OTHER NATURAL DISASTERS</p>

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	<p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Describe the common natural hazards, such as: <ul style="list-style-type: none"> • Floods • Droughts • Earthquakes • Tsunamis • Hurricanes, typhoons, cyclones • El Niño, La Niña • Volcanoes • Consequences, such as: <ul style="list-style-type: none"> • Fatalities • Relocation • Agricultural yields • Economic insecurity
<p>WG.8C</p>	<p>Evaluate the economic and political relationships between settlements and the environment, including sustainable development and renewable/non-renewable resources.</p> <p><i>Supporting Standard</i></p> <p>Evaluate</p> <p>ECONOMIC AND POLITICAL RELATIONSHIPS BETWEEN SETTLEMENTS AND THE ENVIRONMENT</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Sustainable development • Renewable/non-renewable resources • Economic and political relationships between settlements and the environment. Examples may include: <ul style="list-style-type: none"> • Governing institutions • Adaptability to environment • Dependence and interdependence

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WG.9	<i>Geography. The student understands the concept of region as an area of Earth's surface with related geographic characteristics. The student is expected to:</i>
WG.9A	<p>Identify physical and/or human factors such as climate, vegetation, language, trade networks, political units, river systems, and religion that constitute a region.</p> <p><i>Readiness Standard</i></p> <p>Identify</p> <p>PHYSICAL AND/OR HUMAN FACTORS THAT CONSTITUTE A REGION</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Identify and give examples of what makes up a region • Climate • Vegetation • Language • Trade networks • Political • Units • River systems • Religion
WG.9B	<p>Describe different types of regions, including formal, functional, and perceptual regions.</p> <p><i>Supporting Standard</i></p> <p>Describe</p> <p>DIFFERENT TYPES OF REGIONS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Formal region (e.g., counties, states, countries) • Functional region (metropolitan area) • Perceptual region (based on human feelings and attitudes about areas)

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WG.10	<i>Economics. The student understands the distribution, characteristics, and interactions of the economic systems in the world. The student is expected to:</i>
WG.10A	<p>Describe the forces that determine the distribution of goods and services in free enterprise, socialist, and communist economic systems.</p> <p><i>Supporting Standard</i></p> <p>Describe</p> <p>THE FORCES THAT DETERMINE THE DISTRIBUTION OF GOODS AND SERVICES IN FREE ENTERPRISE, SOCIALIST, AND COMMUNIST ECONOMIC SYSTEMS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Free enterprise economic system (capitalist, market economy) <ul style="list-style-type: none"> • Forces that determine the distribution of goods and services • Means of production and private ownership • Socialist economic system <ul style="list-style-type: none"> • Forces that determine the distribution of goods and services • Public ownership • Communist economic system <ul style="list-style-type: none"> • Forces that determine the distribution of goods and services • Some of the nation's productive resources are publicly owned
WG.10B	<p>Classify where specific countries fall along the economic spectrum between free enterprise and communism.</p> <p><i>Supporting Standard</i></p> <p>Classify</p> <p>WHERE SPECIFIC COUNTRIES FALL ALONG THE ECONOMIC SPECTRUM BETWEEN FREE ENTERPRISE AND COMMUNISM</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Examples of a free enterprise (capitalist) economic system • Examples of a socialist economic system • Examples of a communist economic system

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	<ul style="list-style-type: none"> • Examples of a traditional (subsistence) economic system
WG.10C	<p>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.</p> <p><i>Readiness Standard</i></p> <p>Compare</p> <p>WAYS PEOPLE SATISFY THEIR BASIC NEEDS THROUGH THE PRODUCTION OF GOODS AND SERVICES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Compare subsistence agriculture versus commercial agriculture • Compare cottage industries versus commercial industries • Identify regions of the world which practice subsistence farming and why this method is used
WG.10D	<p>Compare global trade patterns over time and examine the implications of globalization, including outsourcing and free trade zones.</p> <p><i>Supporting Standard</i></p> <p>Compare, Examine</p> <p>GLOBAL TRADE PATTERNS OVER TIME AND THE IMPLICATIONS OF GLOBALIZATION</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Identify global trade patterns • Understand how global trade patterns have changed over time • Understand the growth and implications of globalization • Implications of outsourcing • Understand the implications of free trade zones
WG.11	<p><i>Economics. The student understands how geography influences economic activities. The student is expected to:</i></p>
WG.11A	<p>Understand the connections between levels of development and economic activities (primary, secondary, tertiary, and quaternary).</p> <p><i>Supporting Standard</i></p> <p>Understand</p>

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	<p>CONNECTIONS BETWEEN DEVELOPMENT AND ECONOMIC ACTIVITIES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Developing countries rely more on primary and secondary economic activities, while developed countries rely more on tertiary and quaternary activities. More developed countries are able to offer more service-oriented jobs, while importing raw materials and manufactured goods from developing countries. • Primary activities include those jobs focused on raw extraction of natural resources (e.g., mining, agriculture, fishing), secondary activities are jobs focused on manufacturing goods (e.g., manufacturing, construction), tertiary activities include those in the service sector (e.g., transportation, sanitary services, commerce and trade), and quaternary activities include data processing jobs (e.g., finance, computer industry).
<p>WG.11B</p>	<p>Identify the factors affecting the location of different types of economic activities, including subsistence and commercial agriculture, manufacturing, and service industries.</p> <p><i>Supporting Standard</i></p> <p>Identify</p> <p>FACTORS AFFECTING LOCATION OF ECONOMIC ACTIVITIES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Subsistence (e.g., climate, soil, and topography) • Commercial agriculture (e.g., transportation, technology, resources) • Manufacturing (e.g., labor, labor supply, close to market, near resources) • Service industries (e.g., cost of setting of industry, opportunity to expand, government regulations, market and choosing area where cost is minimized)
<p>WG.11C</p>	<p>Assess how changes in climate, resources, and infrastructure (technology, transportation, and communication) affect the location and patterns of economic activities.</p> <p><i>Readiness Standard</i></p> <p>Assess</p> <p>HOW CHANGES AFFECT LOCATION AND PATTERNS OF ECONOMIC ACTIVITIES</p> <p>Including, but not limited to:</p>

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	<ul style="list-style-type: none"> • Climate changes/location: <ul style="list-style-type: none"> • Location (warmer climates, excessive rain) • Patterns of economic activities (crop yields decrease) • Resources (changes): <ul style="list-style-type: none"> • Location and patterns of economic activities (As petroleum resources decrease, societies seek other resources to replace petroleum.) • Infrastructure (changes): <ul style="list-style-type: none"> • Location (airports, rail, water management, communication/technology) • Patterns of economic activities (e-commerce, faster transfer of goods) • As climates, resources, and infrastructure (technology, transportation, and communication) change, the location and patterns of economic activities change
WG.12	<i>Economics. The student understands the economic importance of, and issues related to, the location and management of resources. The student is expected to:</i>
WG.12A	<p>Analyze how the creation, distribution, and management of key natural resources affects the location and patterns of movement of products, money, and people.</p> <p><i>Readiness Standard</i></p> <p>Analyze</p> <p>HOW CREATION, DISTRIBUTION, AND MANAGEMENT OF RESOURCES AFFECT LOCATION AND PATTERNS OF PRODUCTS, MONEY, AND PEOPLE</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Location/patterns (e.g., regulations, environmental, demand) • Movement of products (e.g., proximity of demand, cost effective) • Money (cost effective) • People (e.g., labor, jobs, quality of life)
WG.12B	<p>Evaluate the geographic and economic impact of policies related to the development, use, and scarcity of natural resources such as regulations of water.</p> <p><i>Supporting Standard</i></p> <p>Evaluate</p>

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	<p>GEOGRAPHIC AND ECONOMIC IMPACT OF POLICIES RELATED TO THE USE OF RESOURCES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Geographic impacts of policies related to the development, use, and scarcity of natural resources include loss or preservation of habitats, human development and growth of urban centers, and sustainable use of resources. • Policies related to use, scarcity, and development (water): desalination, water recycling, conservation • Economic impacts of policies related to the development, use, and scarcity of natural resources include growth or loss in income, creation or loss in jobs, and sustainability of resources for economic use in the future. • Management of water resources, particularly in areas of scarcity, can have social, political, economic, and environmental impacts.
WG.13	<i>Government. The student understands the spatial characteristics of a variety of global political units. The student is expected to:</i>
WG.13A	<p>Interpret maps to explain the division of land, including man-made and natural borders, into separate political units such as cities, states, or countries.</p> <p>Interpret, Explain</p> <p>MAPS OF POLITICAL DIVISIONS AND UNITS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Maps illustrate natural boundaries between political units, such as mountains, rivers, oceans and man-made divisions (e.g., lines of latitude or property lines in cities, states, or countries). <p>STAAR Note:</p> <ul style="list-style-type: none"> • These skills will be incorporated into STAAR test questions from reporting categories 1-4 and will be identified along with content standards.
WG.13B	<p>Compare maps of voting patterns or political boundaries to make inferences about the distribution of political power.</p> <p><i>Supporting Standard</i></p> <p>Compare, Infer</p> <p>MAPS OF VOTING PATTERNS AND RELATION TO POLITICAL POWER</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Maps of political elections show geographic distributions of political groups that can illustrate the political power of each group.

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	<ul style="list-style-type: none"> • Maps of political boundaries show the amount of land, population, and major resources that contribute to political power.
WG.14	<i>Government. The student understands the processes that influence political divisions, relationships, and policies. The student is expected to:</i>
WG.14A	<p>Analyze current events to infer the physical and human processes that lead to the formation of boundaries and other political divisions.</p> <p>Analyze, Infer</p> <p>CURRENT EVENTS AND PROCESSES THAT LEAD TO FORMATION OF BOUNDARIES AND DIVISIONS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Current events can illustrate physical processes (e.g., climate change, natural hazards, and plate tectonics), and human processes (e.g., conflict, immigration, colonialism, treaties, or political instability), and how these processes led to the development of divisions between countries and territories.
WG.14B	<p>Compare how democracy, dictatorship, monarchy, republic, theocracy, and totalitarian systems operate in specific countries.</p> <p><i>Supporting Standard</i></p> <p>Compare</p> <p>VARIOUS FORMS OF GOVERNMENT IN SPECIFIC COUNTRIES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • A democracy is a form of government where the ultimate power is derived from the people. • A dictatorship is a form of government in which all power is vested in one individual. • A monarchy is a form of government in which the power is vested in one individual and is typically acquired through heredity. • Republics are those governments in which the head of government is not a monarch. Republics can be democratic (ruled by the people), theocratic (ruled by religious law), or parliamentary (having a head of government separate from the monarch). • Dictatorships are characterized by entire political power being invested in one single person or group. • Totalitarianism is a form of dictatorship that seeks to control all aspects of social life within a country.
WG.14C	<p>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).</p> <p><i>Readiness Standard</i></p>

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Analyze

FACTORS THAT INFLUENCE POWER, CONFLICT, AND INTERNATIONAL RELATIONSHIPS

Including, but not limited to:

- Physical factors include control of and access to natural resources and water, transportation routes, and shared resources (e.g., riparian systems).
- Trade statistics for China show that China's top imports include oil, metal ores, machinery, plastics, and other limited resources. China continues to depend on other nations for these resources. China's top import suppliers include Japan, South Korea, Taiwan, and the United States.
- The U.S. imports crude oil from countries such as Canada, Mexico, Saudi Arabia, and Venezuela. The U.S. and China are the top consumers of oil.
- Japan imports crude oil, foodstuffs, and wood. Countries that supply Japan are China, Australia, Saudi Arabia, and South Korea.
- Russia has an abundance of natural resources and is the second largest country with coal reserves. Eighty percent of Russia's exports consist of oil and natural gas. Russia imports vehicles, industrial machinery, plastics, medicines, etc. Russia imports primarily from Germany, China, Japan, Ukraine, and the U.S.
- Transportation routes include the Suez Canal and the Panama Canal. The Suez Canal was built by France and completed in 1869. France and Great Britain maintained control until 1956 when Egypt nationalized the canal. The canal is crucial to trade because it connects the Red Sea and the Mediterranean Sea. The Panama Canal was built by the U.S. and completed in 1914. Panama gained full control of the canal in 1999.
- Human factors include cultural or ethnic conflict, population, political agreements, and economic agreements.

WG.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:*

WG.15A **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

Identify, Give examples

DIFFERENT POINTS OF VIEW ON PUBLIC POLICIES AND DECISION-MAKING

Including, but not limited to:

- Different points of view create debate, lead to conflict or opposing sides, and development of resolutions or agreements on public policies.

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<p>WG.15B</p>	<p>Explain how citizenship practices, public policies, and decision-making may be influenced by cultural beliefs, including nationalism and patriotism.</p> <p><i>Supporting Standard</i></p> <p>Explain</p> <p>HOW CITIZENSHIP PRACTICES MAY BE INFLUENCED BY CULTURAL BELIEFS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> Cultural beliefs can unite or divide groups of citizens and motivate citizens to become involved in public policy and decision-making. Nationalism and patriotism can lead to motivated and informed citizenry, but can also lead to extremist movements that push particularly cultural beliefs into citizenship practices, public policy, and decision-making.
<p>WG.16</p>	<p><i>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:</i></p>
<p>WG.16A</p>	<p>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.</p> <p><i>Supporting Standard</i></p> <p>Describe</p> <p>CULTURAL PATTERNS AND HOW PATTERNS INFLUENCED THE PROCESSES OF INNOVATION AND DIFFUSION</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> Cultural landscape is the term used to describe the landscape created by people and their associated culture. A cultural landscape could reflect a culture's tie to farming, fishing, or pastoralism. It could reflect the preferred architecture of development and community structure, as well as modes of transportation, recreation, and institutions. Cultural pattern of a place includes beliefs, values, attitudes, norms, and customs Distinctive cultural patterns of Texas, the United States, and other regions of the world include cultural landscapes of agriculture versus urban centers, and reflect varying belief systems and values of cultures. The diffusion of cultural beliefs, ideas, and values changes patterns in the cultural landscape and influences innovation by bringing together a diversity of people and cultures. Innovations may include new ideas, inventions, techniques (agriculture), advanced technology, improved communication systems, improved methods of production, etc.

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WG.16B	<p>Describe elements of culture, including language, religion, beliefs and customs, institutions, and technologies.</p> <p><i>Readiness Standard</i></p> <p>Describe</p> <p>ELEMENTS OF CULTURE</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Languages, including monolingual, bilingual, and multilingual countries and cultural groups • Religion, belief systems, and customs • Institutions and community/family structure (e.g. family, education, government, economic systems)
WG.16C	<p>Explain ways various groups of people perceive the characteristics of their own and other cultures, places, and regions differently.</p> <p><i>Supporting Standard</i></p> <p>Explain</p> <p>PEOPLE PERCEIVE CHARACTERISTICS OF THEIR OWN AND OTHER CULTURES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • People may view their own culture or place from their own cultural lens, while that culture may or may not be viewed differently by people of another culture. • Perceptions of culture can be ethnocentric (placing one's culture and beliefs as a dominant culture) or ethno-relative (placing one's culture and belief as equal to others' cultures and beliefs).
WG.16D	<p>Compare life in a variety of urban and rural areas in the world to evaluate political, economic, social, and environmental changes.</p> <p><i>Supporting Standard</i></p> <p>Compare, Evaluate</p> <p>LIFE IN URBAN AND RURAL AREAS AND RELATIONSHIP TO POLITICAL, ECONOMIC, SOCIAL, AND ENVIRONMENTAL CHANGES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Changes in political, economic, social, and environmental conditions can result in changes in life in urban and rural areas around the world.

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	<ul style="list-style-type: none"> • Political changes can include shifts in forms of government, access to political power, and citizenship practices. • Economic changes can include the development or decline of economic activities. • Social changes can include shifting cultural beliefs, values, and customs, institutions, languages, and technologies. • Environmental changes can include changing climates, soils, resources, or natural hazards.
WG.17	<i>Culture. The student understands the distribution, patterns, and characteristics of different cultures. The student is expected to:</i>
WG.17A	<p>Describe and compare patterns of culture such as language, religion, land use, education, and customs that make specific regions of the world distinctive.</p> <p><i>Readiness Standard</i></p> <p>Describe, Compare</p> <p>PATTERNS OF CULTURE THAT MAKE REGIONS DISTINCTIVE</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Distinctive patterns of culture include similar language, religion, ethnicity, customs, and systems of education, technologies, and institutions. • Similar cultural patterns create distinctive regions.
WG.17B	<p>Describe major world religions, including animism, Buddhism, Christianity, Hinduism, Islam, Judaism, and Sikhism, and their spatial distribution.</p> <p><i>Supporting Standard</i></p> <p>Describe</p> <p>MAJOR WORLD RELIGIONS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Location and major tenets of world religions <ul style="list-style-type: none"> • Animism – found in parts of Africa, the Americas, Asia, and Australia; typically part of indigenous belief systems (description: religious beliefs that see animated spirits in all of nature) • Buddhism – predominantly in South, East, and Southeast Asia (description: a general peaceful conduct of human life that follows the teachings of Siddhartha Gautama) • Christianity – predominantly in Europe, North America, and South America (description: founded on the teachings of Jesus)

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	<ul style="list-style-type: none"> • Hinduism – predominantly in South Asia (India) (description: it is polytheistic and has respect for all living creatures and accepts all forms of beliefs; it has no single founder) • Islam – predominantly found in North Africa, Middle East, Southwest Asia, and Indonesia (description: it is monotheistic and is based on the doctrine of submission to God and to its chief prophet Muhammad) • Judaism – predominantly in Europe, Israel, and North America (description: a monotheistic religion that traces its origins to Abraham; its principles based on Hebrew Scriptures) • Sikhism – predominantly in South Asia (description: a monotheistic religion that pursues salvation through disciplined and personal meditation)
WG.17C	<p>Compare economic, political, or social opportunities in different cultures for women, ethnic and religious minorities, and other underrepresented populations.</p> <p><i>Supporting Standard</i></p> <p>Compare</p> <p>OPPORTUNITIES FOR WOMEN AND MINORITIES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Religious, cultural, or social beliefs can lead to oppression or opportunity for women, minorities, or underrepresented populations. • These populations may be denied access to political power, economic opportunity, or social opportunities based on these beliefs; or, on the contrary, given equal opportunities.
WG.17D	<p>Evaluate the experiences and contributions of diverse groups to multicultural societies.</p> <p><i>Supporting Standard</i></p> <p>Evaluate</p> <p>EXPERIENCES AND CONTRIBUTIONS OF DIVERSE GROUPS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Diversity adds ideas, innovation, technology, and new cultural beliefs and attitudes to groups. • Examples may include: immigrant groups in North America (U.S.) by listing contributions of the diverse groups and then evaluating their contributions
WG.18	<p><i>Culture. The student understands the ways in which cultures change and maintain continuity. The student is expected to:</i></p>

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WG.18A	<p>Analyze cultural changes in specific regions caused by migration, war, trade, innovations, and diffusion.</p> <p><i>Readiness Standard</i></p> <p>Analyze</p> <p>CULTURAL CHANGE IN SPECIFIC REGIONS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Processes that cause cultural change <ul style="list-style-type: none"> • Migration – influx of new people brings new cultural beliefs, ideas, and practices • War – causes change in dominating cultures, political systems, and institutions • Trade – spreads goods, ideas, and cultural beliefs from one culture to another • Innovation – advances in technology and ideas can change cultural practices • Diffusion is a mechanism in which cultural beliefs, ideas, and people spread from one culture to another.
WG.18B	<p>Assess causes, effects, and perceptions of conflicts between groups of people, including modern genocides and terrorism.</p> <p><i>Supporting Standard</i></p> <p>Assess</p> <p>CAUSES, EFFECTS, AND PERCEPTIONS OF CONFLICTS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Causes of conflict include ethnic or cultural difference, distribution of political power, political instability, distribution of wealth and resources, and access to resources and basic needs for living (food, shelter, and clean water). • Effects of conflicts include loss of life, decline in economic productivity, long-lasting cultural or social tension between groups, political instability, debt, and destruction of infrastructure. • Perceptions of conflicts can vary depending on access to factual information and experience with conflict. Perceptions can be biased by cultural beliefs or the media.

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WG.18C	<p>Identify examples of cultures that maintain traditional ways, including traditional economies.</p> <p><i>Supporting Standard</i></p> <p>Identify</p> <p>EXAMPLES OF CULTURE THAT MAINTAIN TRADITIONAL WAYS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> Maintaining traditional ways includes maintaining belief systems, languages, customs, economic activities and livelihoods, and technologies. Maintaining traditional economies are those cultures who keep close ties to traditional forms of economic activities, such as subsistence agriculture.
WG.18D	<p>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.</p> <p><i>Supporting Standard</i></p> <p>Evaluate, Find examples</p> <p>CULTURAL CONVERGENCE AND DIVERGENCE</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> Cultural convergence occurs when the ideas, habits, skills, arts, and institutions of one culture come in contact and interact with those of another culture. Cultural divergence is the process of disassociating cultures or protecting a culture from other influences. Examples of cultural convergence include the spread of democratic ideas from Europe to North America and other countries around the world, globalization through the spread of the English language as the dominant form of communication, and the spread of U.S.-based fast-food franchises and technology companies or global sports.
WG.19	<p><i>Science, technology, and society. The student understands the impact of technology and human modifications on the physical environment. The student is expected to:</i></p>
WG.19A	<p>Evaluate the significance of major technological innovations in the areas of transportation and energy that have been used to modify the physical environment.</p> <p><i>Readiness Standard</i></p>

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	<p>Evaluate</p> <p>SIGNIFICANCE OF MAJOR TECHNOLOGICAL INNOVATIONS THAT MODIFY THE ENVIRONMENT</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Innovations in transportation and energy have had negative and positive effects on the physical environment. • Energy sources such as coal, oil, solar, wind, wave and hydroelectric power
WG.19B	<p>Analyze ways technological innovations such as air conditioning and desalinization have allowed humans to adapt to places.</p> <p><i>Supporting Standard</i></p> <p>Analyze</p> <p>WAYS TECHNOLOGICAL INNOVATIONS HAVE ALLOWED HUMANS TO ADAPT TO PLACES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Air conditioning has allowed growth of urban centers in areas of extreme heat. • Desalinization provides clean drinking water in areas with scarce freshwater resources.
WG.19C	<p>Examine the environmental, economic, and social impacts of advances in technology on agriculture and natural resources.</p> <p><i>Readiness Standard</i></p> <p>Examine</p> <p>IMPACTS OF ADVANCES IN TECHNOLOGY ON AGRICULTURE AND NATURAL RESOURCES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Advances in agricultural technology has allowed for greater and more efficient production of crops, but use of some technology has led to loss of habitats and debates over genetically-modified foods and the safety of the world food supply. • An advance in technology that deals with the extraction and use of natural resources has led to the destruction and preservation of environments and cheaper and more accessible resources.
WG.20	<p><i>Science, technology, and society. The student understands how current technology affects human interaction. The student is expected to:</i></p>
WG.20A	<p>Describe the impact of new information technologies such as the Internet, Global Positioning System (GPS), or Geographic Information Systems (GIS).</p>

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	<p>Supporting Standard</p> <p>Describe</p> <p>IMPACT OF NEW INFORMATION TECHNOLOGIES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> The Internet, GPS, and GIS have allowed information to be easily accessible worldwide, including computer mapping and navigation.
WG.20B	<p>Examine the economic, environmental, and social effects of technology such as medical advancements or changing trade patterns on societies at different levels of development.</p> <p>Supporting Standard</p> <p>Examine</p> <p>EFFECTS OF TECHNOLOGY ON SOCIETIES AT DIFFERENT LEVELS OF DEVELOPMENT</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> Economic and social impacts of medical advancements include better access to appropriate medical treatments, education about spread of diseases, and changes in cultural behaviors to improve health and sanitation. Economic, social, and environmental impacts of changing trade patterns include changes in flows of products and resource extraction and distribution, changing locations of markets, and new developments.
WG.21	<p><i>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:</i></p>
WG.21A	<p>Analyze and evaluate the validity and utility of multiple sources of geographic information such as primary and secondary sources, aerial photographs, and maps.</p> <p>Analyze, Evaluate</p> <p>VALIDITY AND UTILITY OF MULTIPLE SOURCES OF GEOGRAPHIC INFORMATION</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> Primary sources Secondary sources Aerial photographs

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SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

WORLD GEOGRAPHY	
	<ul style="list-style-type: none"> • Maps <p>STAAR Note:</p> <ul style="list-style-type: none"> • These skills will be incorporated into STAAR test questions from reporting categories 1-4 and will be identified along with content standards.
WG.21B	<p>Locate places of contemporary geopolitical significance on a map.</p> <p>Locate</p> <p>PLACES OF CONTEMPORARY GEOPOLITICAL SIGNIFICANCE ON A MAP</p> <p>STAAR Note:</p> <ul style="list-style-type: none"> • These skills will be incorporated into STAAR test questions from reporting categories 1-4 and will be identified along with content standards.
WG.21C	<p>Create and interpret different types of maps to answer geographic questions, infer relationships, and analyze change.</p> <p>Create, Interpret</p> <p>TYPES OF MAPS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Examples of types of maps: physical, topographical, political, climate, population, economic, cultural trait (e.g., religion), road • Examples of types of map projections: Mercator, Robinson, Mollweide, broken equal area (interrupted), polar • Use maps to <ul style="list-style-type: none"> • Answer geographic questions • Infer relationships • Analyze change <p>STAAR Note:</p> <ul style="list-style-type: none"> • These skills will be incorporated into STAAR test questions from reporting categories 1-4 and will be identified along with content standards.
WG.22	<i>Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</i>
WG.22A	Design and draw appropriate graphics such as maps, diagrams, tables, and graphs to communicate geographic features, distributions, and relationships.

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	<p>Design, Draw</p> <p>APPROPRIATE GRAPHICS TO COMMUNICATE GEOGRAPHIC FEATURES, DISTRIBUTIONS, AND RELATIONSHIPS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Maps • Diagrams • Tables • Graphs
WG.22B	<p>Generate summaries, generalizations, and thesis statements supported by evidence.</p> <p>Generate</p> <p>SUMMARIES, GENERALIZATIONS, AND THESIS STATEMENTS SUPPORTED BY EVIDENCE</p>
WG.22C	<p>Use geographic terminology correctly.</p> <p>Use</p> <p>GEOGRAPHIC TERMINOLOGY CORRECTLY</p> <p>STAAR Note:</p> <ul style="list-style-type: none"> • These skills will be incorporated into STAAR test questions from reporting categories 1-4 and will be identified along with content standards.
WG.22D	<p>Use standard grammar, spelling, sentence structure, and punctuation.</p> <p>Use</p> <p>STANDARD GRAMMAR, SPELLING, SENTENCE STRUCTURE, AND PUNCTUATION</p>
WG.22E	<p>Create original work using proper citations and understanding and avoiding plagiarism.</p> <p>Create</p> <p>ORIGINAL WORK</p> <p>Use</p>

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	<p>PROPER CITATIONS</p> <p>Understand, Avoid</p> <p>PLAGIARISM</p>
WG.23	<i>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:</i>
WG.23A	<p>Plan, organize, and complete a research project that involves asking geographic questions; acquiring, organizing, and analyzing information; answering questions; and communicating results.</p> <p>Plan, Organize, Complete</p> <p>RESEARCH PROJECT</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Asking geographic questions • Acquiring, organizing, and analyzing information • Answering questions • Communicating results
WG.23B	<p>Use case studies and GIS to identify contemporary challenges and to answer real-world questions.</p> <p>Use</p> <p>CASE STUDIES AND GIS</p> <p>Identify</p> <p>CONTEMPORARY CHALLENGES</p> <p>Answer</p> <p>REAL-WORLD QUESTIONS</p> <p>STAAR Note:</p> <ul style="list-style-type: none"> • These skills will be incorporated into STAAR test questions from reporting categories 1-4 and will be identified along with content standards.

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WG.23C	<p>Use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.</p> <p>Use</p> <p>PROBLEM-SOLVING AND DECISION-MAKING PROCESSES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none">• Identify a problem• Gather information• List and consider options• Consider advantages and disadvantages• Choose and implement a solution• Evaluate the effectiveness of the solution
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