

<b>Subject</b>		<b>Chapter 113. Texas Essential Knowledge and Skills for Social Studies</b>		
<b>Course Title</b>		<b>§113.43. World Geography Studies (One Credit), Beginning with School Year 2011-2012.</b>		
<b>TEKS (Knowledge and Skills)</b>	<b>Student Expectation</b>	<b>Breakout</b>	<b>Element</b>	<b>Subelement</b>
<b>(a) General requirements.</b> Students shall be awarded one unit of credit for successful completion of this course.				
<b>(b) Introduction.</b>				
<p>(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.</p>				
<p>(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.</p>				
<p>(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.</p>				
<p>(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.</p>				
<p>(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).</p>				
<p>(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.</p>				
<p>(7) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.</p> <p>(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.</p> <p>(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</p>				
<p>(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.</p>				
<b>(C) Knowledge and skills.</b>				
<p>(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 influenced migration patterns and shaped the distribution of culture groups today</p>	<p>(i) analyze the effects of physical geographic patterns on the past</p>		

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(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:	(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	(i) trace the spatial diffusion of phenomena		

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(2) History. The student understands how people, places, and environments have changed over time and the effects of these changes. The student is expected to:	(A) describe the human and physical characteristics of the same regions at different periods of time to evaluate relationships between past events and current conditions	(i) describe the human characteristics of the same regions at different periods of time to evaluate relationships between past events and current conditions		
(2) History. The student understands how people, places, and environments have changed over time and the effects of these changes. The student is expected to:	(A) describe the human and physical characteristics of the same regions at different periods of time to evaluate relationships between past events and current conditions	(ii) describe the physical characteristics of the same regions at different periods of time to evaluate relationships between past events and current conditions		
(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:	(B) explain how changes in societies have led to diverse uses of physical features	(i) explain how changes in societies have led to diverse uses of physical features		
(3) Geography. The student understands how physical processes shape patterns in the physical environment. The student is expected to:	(A) explain weather conditions and climate in relation to annual changes in Earth-Sun relationships	(i) explain weather conditions in relation to annual changes in Earth-Sun relationships		
(3) Geography. The student understands how physical processes shape patterns in the physical environment. The student is expected to:	(A) explain weather conditions and climate in relation to annual changes in Earth-Sun relationships	(ii) explain climate in relation to annual changes in Earth-Sun relationships		
(3) Geography. The student understands how physical processes shape patterns in the physical environment. The student is expected to:	(B) describe the physical processes that affect the environments of regions, including weather, tectonic forces, erosion, and soil-building processes	(i) describe the physical processes that affect the environments of regions, including weather		

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(3) Geography. The student understands how physical processes shape patterns in the physical environment. The student is expected to:	(B) describe the physical processes that affect the environments of regions, including weather, tectonic forces, erosion, and soil-building processes	(iii) describe the physical processes that affect the environments of regions, including erosion		
(3) Geography. The student understands how physical processes shape patterns in the physical environment. The student is expected to:	(B) describe the physical processes that affect the environments of regions, including weather, tectonic forces, erosion, and soil-building processes	(iv) describe the physical processes that affect the environments of regions, including soil-building processes		
(3) Geography. The student understands how physical processes shape patterns in the physical environment. The student is expected to:	(C) examine the physical processes that affect the lithosphere, atmosphere, hydrosphere, and biosphere	(i) examine the physical processes that affect the lithosphere		
(3) Geography. The student understands how physical processes shape patterns in the physical environment. The student is expected to:	(C) examine the physical processes that affect the lithosphere, atmosphere, hydrosphere, and biosphere	(ii) examine the physical processes that affect the atmosphere		
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(3) Geography. The student understands how physical processes shape patterns in the physical environment. The student is expected to:	(C) examine the physical processes that affect the lithosphere, atmosphere, hydrosphere, and biosphere	(iv) examine the physical processes that affect the biosphere		
(4) Geography. The student understands the patterns and characteristics of major landforms, climates, and ecosystems of Earth and the interrelated processes that produce them. The student is expected to:	(A) explain how elevation, latitude, wind systems, ocean currents, position on a continent, and mountain barriers influence temperature, precipitation, and distribution of climate regions	(i) explain how elevation influence[s] temperature		

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(4) Geography. The student understands the patterns and characteristics of major landforms, climates, and ecosystems of Earth and the interrelated processes that produce them. The student is expected to:	(A) explain how elevation, latitude, wind systems, ocean currents, position on a continent, and mountain barriers influence temperature, precipitation, and distribution of climate regions	(iv) explain how ocean currents influence temperature		
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(4) Geography. The student understands the patterns and characteristics of major landforms, climates, and ecosystems of Earth and the interrelated processes that produce them. The student is expected to:	(B) describe different landforms and the physical processes that cause their development	(i) describe different landforms		
(4) Geography. The student understands the patterns and characteristics of major landforms, climates, and ecosystems of Earth and the interrelated processes that produce them. The student is expected to:	(B) describe different landforms and the physical processes that cause their development	(ii) describe the physical processes that cause [the] development [of different landforms]		
(4) Geography. The student understands the patterns and characteristics of major landforms, climates, and ecosystems of Earth and the interrelated processes that produce them. The student is expected to:	(C) explain the influence of climate on the distribution of biomes in different regions	(i) explain the influence of climate on the distribution of biomes in different regions		
(5) Geography. The student understands how political, economic, and social processes shape cultural patterns and characteristics in various places and regions. The student is expected to:	(A) analyze how the character of a place is related to its political, economic, social, and cultural elements	(i) analyze how the character of a place is related to its political elements		

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(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:	(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	(i) interpret political indicators to determine the level of development in nations using the terms Human Development Index, less developed, newly industrialized, and more developed		
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6) Geography. The student understands the types, patterns, and processes of settlement. The student is expected to:	(A) locate and describe human and physical features that influence the size and distribution of settlements	(i) locate human features that influence the size of settlements		

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6) Geography. The student understands the types, patterns, and processes of settlement. The student is expected to:	(A) locate and describe human and physical features that influence the size and distribution of settlements	(viii) describe physical features that influence the distribution of settlements		
6) Geography. The student understands the types, patterns, and processes of settlement. The student is expected to:	(B) explain the processes that have caused changes in settlement patterns, including urbanization, transportation, access to and availability of resources, and economic activities	(i) explain the processes that have caused changes in settlement patterns, including urbanization		
6) Geography. The student understands the types, patterns, and processes of settlement. The student is expected to:	(B) explain the processes that have caused changes in settlement patterns, including urbanization, transportation, access to and availability of resources, and economic activities	(ii) explain the processes that have caused changes in settlement patterns, including transportation		

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6) Geography. The student understands the types, patterns, and processes of settlement. The student is expected to:	(B) explain the processes that have caused changes in settlement patterns, including urbanization, transportation, access to and availability of resources, and economic activities	(iv) explain the processes that have caused changes in settlement patterns, including economic activities		
(7) Geography. The student understands the growth, distribution, movement, and characteristics of world population. The student is expected to:	(A) construct and analyze population pyramids and use other data, graphics, and maps to describe the population characteristics of different societies and to predict future population trends	(i) construct population pyramids to describe the population characteristics of different societies		
(7) Geography. The student understands the growth, distribution, movement, and characteristics of world population. The student is expected to:	(A) construct and analyze population pyramids and use other data, graphics, and maps to describe the population characteristics of different societies and to predict future population trends	(ii) construct population pyramids to predict future population trends		
(7) Geography. The student understands the growth, distribution, movement, and characteristics of world population. The student is expected to:	(A) construct and analyze population pyramids and use other data, graphics, and maps to describe the population characteristics of different societies and to predict future population trends	(iii) analyze population pyramids to describe the population characteristics of different societies		
(7) Geography. The student understands the growth, distribution, movement, and characteristics of world population. The student is expected to:	(A) construct and analyze population pyramids and use other data, graphics, and maps to describe the population characteristics of different societies and to predict future population trends	(iv) analyze population pyramids to predict future population trends		
(7) Geography. The student understands the growth, distribution, movement, and characteristics of world population. The student is expected to:	(A) construct and analyze population pyramids and use other data, graphics, and maps to describe the population characteristics of different societies and to predict future population trends	(v) use data to describe the population characteristics of different societies		

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(7) Geography. The student understands the growth, distribution, movement, and characteristics of world population. The student is expected to:	(A) construct and analyze population pyramids and use other data, graphics, and maps to describe the population characteristics of different societies and to predict future population trends	(vi) use graphics to describe the population characteristics of different societies		
(7) Geography. The student understands the growth, distribution, movement, and characteristics of world population. The student is expected to:	(A) construct and analyze population pyramids and use other data, graphics, and maps to describe the population characteristics of different societies and to predict future population trends	(vii) use maps to describe the population characteristics of different societies		
(7) Geography. The student understands the growth, distribution, movement, and characteristics of world population. The student is expected to:	(A) construct and analyze population pyramids and use other data, graphics, and maps to describe the population characteristics of different societies and to predict future population trends	(viii) use data to predict future population trends		
(7) Geography. The student understands the growth, distribution, movement, and characteristics of world population. The student is expected to:	(A) construct and analyze population pyramids and use other data, graphics, and maps to describe the population characteristics of different societies and to predict future population trends	(ix) use graphics to predict future population trends		
(7) Geography. The student understands the growth, distribution, movement, and characteristics of world population. The student is expected to:	(A) construct and analyze population pyramids and use other data, graphics, and maps to describe the population characteristics of different societies and to predict future population trends	(x) use maps to predict future population trends		
(7) Geography. The student understands the growth, distribution, movement, and characteristics of world population. The student is expected to:	(B) explain how political, economic, social, and environmental push and pull factors and physical geography affect the routes and flows of human migration	(i) explain how political push and pull factors affect the routes of human migration		
(7) Geography. The student understands the growth, distribution, movement, and characteristics of world population. The student is expected to:	(B) explain how political, economic, social, and environmental push and pull factors and physical geography affect the routes and flows of human migration	(ii) explain how economic push and pull factors affect the routes of human migration		

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Course Title	§113.43. World Geography Studies (One Credit), Beginning with School Year 2011-2012.			
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(7) Geography. The student understands the growth, distribution, movement, and characteristics of world population. The student is expected to:	(B) explain how political, economic, social, and environmental push and pull factors and physical geography affect the routes and flows of human migration	(iii) explain how social push and pull factors affect the routes of human migration		
(7) Geography. The student understands the growth, distribution, movement, and characteristics of world population. The student is expected to:	(B) explain how political, economic, social, and environmental push and pull factors and physical geography affect the routes and flows of human migration	(iv) explain how environmental push and pull factors affect the routes of human migration		
(7) Geography. The student understands the growth, distribution, movement, and characteristics of world population. The student is expected to:	(B) explain how political, economic, social, and environmental push and pull factors and physical geography affect the routes and flows of human migration	(v) explain how political push and pull factors affect the flows of human migration		
(7) Geography. The student understands the growth, distribution, movement, and characteristics of world population. The student is expected to:	(B) explain how political, economic, social, and environmental push and pull factors and physical geography affect the routes and flows of human migration	(vi) explain how economic push and pull factors affect the flows of human migration		
(7) Geography. The student understands the growth, distribution, movement, and characteristics of world population. The student is expected to:	(B) explain how political, economic, social, and environmental push and pull factors and physical geography affect the routes and flows of human migration	(vii) explain how social push and pull factors affect the flows of human migration		
(7) Geography. The student understands the growth, distribution, movement, and characteristics of world population. The student is expected to:	(B) explain how political, economic, social, and environmental push and pull factors and physical geography affect the routes and flows of human migration	(viii) explain how environmental push and pull factors affect the flows of human migration		
(7) Geography. The student understands the growth, distribution, movement, and characteristics of world population. The student is expected to:	(B) explain how political, economic, social, and environmental push and pull factors and physical geography affect the routes and flows of human migration	(ix) explain how physical geography affect[s] the routes of human migration		
(7) Geography. The student understands the growth, distribution, movement, and characteristics of world population. The student is expected to:	(B) explain how political, economic, social, and environmental push and pull factors and physical geography affect the routes and flows of human migration	(x) explain how physical geography affect[s] the flows of human migration		

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Course Title	§113.43. World Geography Studies (One Credit), Beginning with School Year 2011-2012.			
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(7) Geography. The student understands the growth, distribution, movement, and characteristics of world population. The student is expected to:	(C) describe trends in world population growth and distribution	(i) describe trends in world population growth		
(7) Geography. The student understands the growth, distribution, movement, and characteristics of world population. The student is expected to:	(C) describe trends in world population growth and distribution	(ii) describe trends in world population distribution		
(7) Geography. The student understands the growth, distribution, movement, and characteristics of world population. The student is expected to:	(D) examine benefits and challenges of globalization, including connectivity, standard of living, pandemics, and loss of local culture	(i) examine benefits and challenges of globalization, including connectivity		
(7) Geography. The student understands the growth, distribution, movement, and characteristics of world population. The student is expected to:	(D) examine benefits and challenges of globalization, including connectivity, standard of living, pandemics, and loss of local culture	(ii) examine benefits and challenges of globalization, including standard of living		
(7) Geography. The student understands the growth, distribution, movement, and characteristics of world population. The student is expected to:	(D) examine benefits and challenges of globalization, including connectivity, standard of living, pandemics, and loss of local culture	(iii) examine benefits and challenges of globalization, including pandemics		
(7) Geography. The student understands the growth, distribution, movement, and characteristics of world population. The student is expected to:	(D) examine benefits and challenges of globalization, including connectivity, standard of living, pandemics, and loss of local culture	(iv) examine benefits and challenges of globalization, including loss of local culture		
(8) Geography. The student understands how people, places, and environments are connected and interdependent. The student is expected to:	(A) compare ways that humans depend on, adapt to, and modify the physical environment, including the influences of culture and technology	(i) compare ways that humans depend on the physical environment, including the influences of culture		
(8) Geography. The student understands how people, places, and environments are connected and interdependent. The student is expected to:	(A) compare ways that humans depend on, adapt to, and modify the physical environment, including the influences of culture and technology	(ii) compare ways that humans depend on the physical environment, including the influences of technology		

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Course Title	§113.43. World Geography Studies (One Credit), Beginning with School Year 2011-2012.			
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(8) Geography. The student understands how people, places, and environments are connected and interdependent. The student is expected to:	(A) compare ways that humans depend on, adapt to, and modify the physical environment, including the influences of culture and technology	(iii) compare ways that humans adapt to the physical environment, including the influences of culture		
(8) Geography. The student understands how people, places, and environments are connected and interdependent. The student is expected to:	(A) compare ways that humans depend on, adapt to, and modify the physical environment, including the influences of culture and technology	(iv) compare ways that humans adapt to the physical environment, including the influences of technology		
(8) Geography. The student understands how people, places, and environments are connected and interdependent. The student is expected to:	(A) compare ways that humans depend on, adapt to, and modify the physical environment, including the influences of culture and technology	(v) compare ways that humans modify the physical environment, including the influences of culture		
(8) Geography. The student understands how people, places, and environments are connected and interdependent. The student is expected to:	(A) compare ways that humans depend on, adapt to, and modify the physical environment, including the influences of culture and technology	(vi) compare ways that humans modify the physical environment, including the influences of technology		
(8) Geography. The student understands how people, places, and environments are connected and interdependent. The student is expected to:	(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	(i) describe the interaction between humans and the physical environment		
(8) Geography. The student understands how people, places, and environments are connected and interdependent. The student is expected to:	(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	(ii) analyze the consequences of extreme weather		
(8) Geography. The student understands how people, places, and environments are connected and interdependent. The student is expected to:	(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	(iii) analyze the consequences of other natural disasters		

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(8) Geography. The student understands how people, places, and environments are connected and interdependent. The student is expected to:	(C) evaluate the economic and political relationships between settlements and the environment, including sustainable development and renewable/non-renewable resources	(i) evaluate the economic relationships between settlements and the environment, including sustainable development		
(8) Geography. The student understands how people, places, and environments are connected and interdependent. The student is expected to:	(C) evaluate the economic and political relationships between settlements and the environment, including sustainable development and renewable/non-renewable resources	(ii) evaluate the economic relationships between settlements and the environment, including renewable/non-renewable resources		
(8) Geography. The student understands how people, places, and environments are connected and interdependent. The student is expected to:	(C) evaluate the economic and political relationships between settlements and the environment, including sustainable development and renewable/non-renewable resources	(iii) evaluate the political relationships between settlements and the environment, including sustainable development		
(8) Geography. The student understands how people, places, and environments are connected and interdependent. The student is expected to:	(C) evaluate the economic and political relationships between settlements and the environment, including sustainable development and renewable/non-renewable resources	(iv) evaluate the political relationships between settlements and the environment, including renewable/non-renewable resources		
(9) Geography. The student understands the concept of region as an area of Earth's surface with related geographic characteristics. The student is expected to:	(A) identify physical and/or human factors such as climate, vegetation, language, trade networks, political units, river systems, and religion that constitute a region	(i) identify physical and/or human factors that constitute a region		
(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:	(B) describe different types of regions, including formal, functional, and perceptual regions	(i) describe different types of regions, including formal regions		
(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:	(B) describe different types of regions, including formal, functional, and perceptual regions	(ii) describe different types of regions, including functional regions		
(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:	(B) describe different types of regions, including formal, functional, and perceptual regions	(iii) describe different types of regions, including perceptual regions		



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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(10) Economics. The student understands the distribution, characteristics, and interactions of the economic systems in the world. The student is expected to:	(A) describe the forces that determine the distribution of goods and services in free enterprise, socialist, and communist economic systems	(i) describe the forces that determine the distribution of goods and services in free enterprise economic systems		
(10) Economics. The student understands the distribution, characteristics, and interactions of the economic systems in the world. The student is expected to:	(A) describe the forces that determine the distribution of goods and services in free enterprise, socialist, and communist economic systems	(ii) describe the forces that determine the distribution of goods and services in socialist economic systems		
(10) Economics. The student understands the distribution, characteristics, and interactions of the economic systems in the world. The student is expected to:	(A) describe the forces that determine the distribution of goods and services in free enterprise, socialist, and communist economic systems	(iii) describe the forces that determine the distribution of goods and services in communist economic systems		
(10) Economics. The student understands the distribution, characteristics, and interactions of the economic systems in the world. The student is expected to:	(B) classify where specific countries fall along the economic spectrum between free enterprise and communism	(i) classify where specific countries fall along the economic spectrum between free enterprise and communism		
(10) Economics. The student understands the distribution, characteristics, and interactions of the economic systems in the world. The student is expected to:	(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	(i) compare the ways people satisfy their basic needs through the production of goods		
(10) Economics. The student understands the distribution, characteristics, and interactions of the economic systems in the world. The student is expected to:	(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	(ii) compare the ways people satisfy their basic needs through the production of services		
(10) Economics. The student understands the distribution, characteristics, and interactions of the economic systems in the world. The student is expected to:	(D) compare global trade patterns over time and examine the implications of globalization, including outsourcing and free trade zone	(i) compare global trade patterns over time		
(10) Economics. The student understands the distribution, characteristics, and interactions of the economic systems in the world. The student is expected to:	(D) compare global trade patterns over time and examine the implications of globalization, including outsourcing and free trade zone	(ii) examine the implications of globalization, including outsourcing		

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(10) Economics. The student understands the distribution, characteristics, and interactions of the economic systems in the world. The student is expected to:	(D) compare global trade patterns over time and examine the implications of globalization, including outsourcing and free trade zone	(iii) examine the implications of globalization, including free trade zone		
(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)	(i) understand the connections between levels of development and economic activities (primary, secondary, tertiary, and quaternary)		
(11) Economics. The student understands how geography influences economic activities. The student is expected to:	(B) identify the factors affecting the location of different types of economic activities, including subsistence and commercial agriculture, manufacturing, and service industries	(i) identify the factors affecting the location of different types of economic activities, including subsistence agriculture		
(11) Economics. The student understands how geography influences economic activities. The student is expected to:	(B) identify the factors affecting the location of different types of economic activities, including subsistence and commercial agriculture, manufacturing, and service industries	(ii) identify the factors affecting the location of different types of economic activities, including commercial agriculture		
(11) Economics. The student understands how geography influences economic activities. The student is expected to:	(B) identify the factors affecting the location of different types of economic activities, including subsistence and commercial agriculture, manufacturing, and service industries	(iii) identify the factors affecting the location of different types of economic activities, including manufacturing		
(11) Economics. The student understands how geography influences economic activities. The student is expected to:	(B) identify the factors affecting the location of different types of economic activities, including subsistence and commercial agriculture, manufacturing, and service industries	(iv) identify the factors affecting the location of different types of economic activities, including service industries		
(11) Economics. The student understands how geography influences economic activities. The student is expected to:	(C) assess how changes in climate, resources, and infrastructure (technology, transportation, and communication) affect the location and patterns of economic activities	(i) assess how changes in climate affect the location of economic activities		
(11) Economics. The student understands how geography influences economic activities. The student is expected to:	(C) assess how changes in climate, resources, and infrastructure (technology, transportation, and communication) affect the location and patterns of economic activities	(ii) assess how changes in climate affect the patterns of economic activities		

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(11) Economics. The student understands how geography influences economic activities. The student is expected to:	(C) assess how changes in climate, resources, and infrastructure (technology, transportation, and communication) affect the location and patterns of economic activities	(iii) assess how changes in resources affect the location of economic activities		
(11) Economics. The student understands how geography influences economic activities. The student is expected to:	(C) assess how changes in climate, resources, and infrastructure (technology, transportation, and communication) affect the location and patterns of economic activities	(iv) assess how changes in resources affect the patterns of economic activities		
(11) Economics. The student understands how geography influences economic activities. The student is expected to:	(C) assess how changes in climate, resources, and infrastructure (technology, transportation, and communication) affect the location and patterns of economic activities	(v) assess how changes in infrastructure (technology, transportation, and communication) affect the location of economic activities		
(11) Economics. The student understands how geography influences economic activities. The student is expected to:	(C) assess how changes in climate, resources, and infrastructure (technology, transportation, and communication) affect the location and patterns of economic activities	(vi) assess how changes in infrastructure (technology, transportation, and communication) affect the patterns of economic activities		
(12) Economics. The student understands the economic importance of, and issues related to, the location and management of resources. The student is expected to:	(A) analyze how the creation, distribution, and management of key natural resources affects the location and patterns of movement of products, money, and people	(i) analyze how the creation of key natural resources affects the location of products		
(12) Economics. The student understands the economic importance of, and issues related to, the location and management of resources. The student is expected to:	(A) analyze how the creation, distribution, and management of key natural resources affects the location and patterns of movement of products, money, and people	(ii) analyze how the creation of key natural resources affects the location of money		
(12) Economics. The student understands the economic importance of, and issues related to, the location and management of resources. The student is expected to:	(A) analyze how the creation, distribution, and management of key natural resources affects the location and patterns of movement of products, money, and people	(iii) analyze how the creation of key natural resources affects the location of people		
(12) Economics. The student understands the economic importance of, and issues related to, the location and management of resources. The student is expected to:	(A) analyze how the creation, distribution, and management of key natural resources affects the location and patterns of movement of products, money, and people	(iv) analyze how the creation of key natural resources affects the patterns of movement of products		

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Course Title	§113.43. World Geography Studies (One Credit), Beginning with School Year 2011-2012.			
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(12) Economics. The student understands the economic importance of, and issues related to, the location and management of resources. The student is expected to:	(A) analyze how the creation, distribution, and management of key natural resources affects the location and patterns of movement of products, money, and people	(v) analyze how the creation of key natural resources affects the patterns of movement of money		
(12) Economics. The student understands the economic importance of, and issues related to, the location and management of resources. The student is expected to:	(A) analyze how the creation, distribution, and management of key natural resources affects the location and patterns of movement of products, money, and people	(vi) analyze how the creation of key natural resources affects the patterns of movement of people		
(12) Economics. The student understands the economic importance of, and issues related to, the location and management of resources. The student is expected to:	(A) analyze how the creation, distribution, and management of key natural resources affects the location and patterns of movement of products, money, and people	(vii) analyze how the distribution of key natural resources affects the location of products		
(12) Economics. The student understands the economic importance of, and issues related to, the location and management of resources. The student is expected to:	(A) analyze how the creation, distribution, and management of key natural resources affects the location and patterns of movement of products, money, and people	(viii) analyze how the distribution of key natural resources affects the location of money		
(12) Economics. The student understands the economic importance of, and issues related to, the location and management of resources. The student is expected to:	(A) analyze how the creation, distribution, and management of key natural resources affects the location and patterns of movement of products, money, and people	(ix) analyze how the distribution of key natural resources affects the location of people		
(12) Economics. The student understands the economic importance of, and issues related to, the location and management of resources. The student is expected to:	(A) analyze how the creation, distribution, and management of key natural resources affects the location and patterns of movement of products, money, and people	(x) analyze how the distribution of key natural resources affects the patterns of movement of products		
(12) Economics. The student understands the economic importance of, and issues related to, the location and management of resources. The student is expected to:	(A) analyze how the creation, distribution, and management of key natural resources affects the location and patterns of movement of products, money, and people	(xi) analyze how the distribution of key natural resources affects the patterns of movement of money		
(12) Economics. The student understands the economic importance of, and issues related to, the location and management of resources. The student is expected to:	(A) analyze how the creation, distribution, and management of key natural resources affects the location and patterns of movement of products, money, and people	(xii) analyze how the distribution of key natural resources affects the patterns of movement of people		

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(12) Economics. The student understands the economic importance of, and issues related to, the location and management of resources. The student is expected to:	(A) analyze how the creation, distribution, and management of key natural resources affects the location and patterns of movement of products, money, and people	(xiii) analyze how the management of key natural resources affects the location of products		
(12) Economics. The student understands the economic importance of, and issues related to, the location and management of resources. The student is expected to:	(A) analyze how the creation, distribution, and management of key natural resources affects the location and patterns of movement of products, money, and people	(xiv) analyze how the management of key natural resources affects the location of money		
(12) Economics. The student understands the economic importance of, and issues related to, the location and management of resources. The student is expected to:	(A) analyze how the creation, distribution, and management of key natural resources affects the location and patterns of movement of products, money, and people	(xv) analyze how the management of key natural resources affects the location of people		
(12) Economics. The student understands the economic importance of, and issues related to, the location and management of resources. The student is expected to:	(A) analyze how the creation, distribution, and management of key natural resources affects the location and patterns of movement of products, money, and people	(xvi) analyze how the management of key natural resources affects the patterns of movement of products		
(12) Economics. The student understands the economic importance of, and issues related to, the location and management of resources. The student is expected to:	(A) analyze how the creation, distribution, and management of key natural resources affects the location and patterns of movement of products, money, and people	(xvii) analyze how the management of key natural resources affects the patterns of movement of money		
(12) Economics. The student understands the economic importance of, and issues related to, the location and management of resources. The student is expected to:	(A) analyze how the creation, distribution, and management of key natural resources affects the location and patterns of movement of products, money, and people	(xviii) analyze how the management of key natural resources affects the patterns of movement of people		
(12) Economics. The student understands the economic importance of, and issues related to, the location and management of resources. The student is expected to:	(B) evaluate the geographic and economic impact of policies related to the development, use, and scarcity of natural resources such as regulations of water	(i) evaluate the geographic impact of policies related to the development of natural resources		
(12) Economics. The student understands the economic importance of, and issues related to, the location and management of resources. The student is expected to:	(B) evaluate the geographic and economic impact of policies related to the development, use, and scarcity of natural resources such as regulations of water	(ii) evaluate the geographic impact of policies related to the use of natural resources		

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(12) Economics. The student understands the economic importance of, and issues related to, the location and management of resources. The student is expected to:	(B) evaluate the geographic and economic impact of policies related to the development, use, and scarcity of natural resources such as regulations of water	(iii) evaluate the geographic impact of policies related to the scarcity of natural resources		
(12) Economics. The student understands the economic importance of, and issues related to, the location and management of resources. The student is expected to:	(B) evaluate the geographic and economic impact of policies related to the development, use, and scarcity of natural resources such as regulations of water	(iv) evaluate the economic impact of policies related to the development of natural resources		
(12) Economics. The student understands the economic importance of, and issues related to, the location and management of resources. The student is expected to:	(B) evaluate the geographic and economic impact of policies related to the development, use, and scarcity of natural resources such as regulations of water	(v) evaluate the economic impact of policies related to the use of natural resources		
(12) Economics. The student understands the economic importance of, and issues related to, the location and management of resources. The student is expected to:	(B) evaluate the geographic and economic impact of policies related to the development, use, and scarcity of natural resources such as regulations of water	(vi) evaluate the economic impact of policies related to the scarcity of natural resources		
(13) Government. The student understands the spatial characteristics of a variety of global political units. The student is expected to:	(A) interpret maps to explain the division of land, including man-made and natural borders, into separate political units such as cities, states, or countries	(i) interpret maps to explain the division of land, including man-made borders, into separate political units		
(13) Government. The student understands the spatial characteristics of a variety of global political units. The student is expected to:	(A) interpret maps to explain the division of land, including man-made and natural borders, into separate political units such as cities, states, or countries	(ii) interpret maps to explain the division of land, including natural borders, into separate political units		
(13) Government. The student understands the spatial characteristics of a variety of global political units. The student is expected to:	(B) compare maps of voting patterns or political boundaries to make inferences about the distribution of political power	(i) compare maps of voting patterns or political boundaries to make inferences about the distribution of political power		
(14) Government. The student understands the processes that influence political divisions, relationships, and policies. The student is expected to:	(A) analyze current events to infer the physical and human processes that lead to the formation of boundaries and other political divisions	(i) analyze current events to infer the physical processes that lead to the formation of boundaries		

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(14) Government. The student understands the processes that influence political divisions, relationships, and policies. The student is expected to:	(A) analyze current events to infer the physical and human processes that lead to the formation of boundaries and other political divisions	(ii) analyze current events to infer the physical processes that lead to the formation of other political divisions		
(14) Government. The student understands the processes that influence political divisions, relationships, and policies. The student is expected to:	(A) analyze current events to infer the physical and human processes that lead to the formation of boundaries and other political divisions	(iii) analyze current events to infer the human processes that lead to the formation of boundaries		
(14) Government. The student understands the processes that influence political divisions, relationships, and policies. The student is expected to:	(A) analyze current events to infer the physical and human processes that lead to the formation of boundaries and other political divisions	(iv) analyze current events to infer the human processes that lead to the formation of other political divisions		
(14) Government. The student understands the processes that influence political divisions, relationships, and policies. The student is expected to:	(B) compare how democracy, dictatorship, monarchy, republic, theocracy, and totalitarian systems operate in specific countries	(i) compare how democracy, dictatorship, monarchy, republic, theocracy, and totalitarian systems operate in specific countries		
(14) Government. The student understands the processes that influence political divisions, relationships, and policies. The student is expected to:	(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)	(i) analyze the human factors that influence the power to control territory		
(14) Government. The student understands the processes that influence political divisions, relationships, and policies. The student is expected to:	(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)	(ii) analyze the human factors that influence the power to control resources		
(14) Government. The student understands the processes that influence political divisions, relationships, and policies. The student is expected to:	(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)	(iii) analyze the human factors that influence the power to create conflict/war		

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(14) Government. The student understands the processes that influence political divisions, relationships, and policies. The student is expected to:	(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)	(iv) analyze the human factors that influence the power to impact international political relations of sovereign nations		
(14) Government. The student understands the processes that influence political divisions, relationships, and policies. The student is expected to:	(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)	(v) analyze the human factors that influence the power to impact international political relations of organized nation groups		
(14) Government. The student understands the processes that influence political divisions, relationships, and policies. The student is expected to:	(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)	(vi) analyze the physical factors that influence the power to control territory		
(14) Government. The student understands the processes that influence political divisions, relationships, and policies. The student is expected to:	(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)	(vii) analyze the physical factors that influence the power to control resources		
(14) Government. The student understands the processes that influence political divisions, relationships, and policies. The student is expected to:	(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)	(viii) analyze the physical factors that influence the power to create conflict/war		
(14) Government. The student understands the processes that influence political divisions, relationships, and policies. The student is expected to:	(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)	(ix) analyze the physical factors that influence the power to impact international political relations of sovereign nations		



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Course Title	§113.43. World Geography Studies (One Credit), Beginning with School Year 2011-2012.			
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(14) Government. The student understands the processes that influence political divisions, relationships, and policies. The student is expected to:	(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)	(x) analyze the physical factors that influence the power to impact international political relations of organized nation groups		
(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:	(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	(i) identify different points of view that influence the development of public policies on local levels		
(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:	(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	(ii) identify different points of view that influence the development of public policies on state levels		
(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:	(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	(iii) identify different points of view that influence the development of public policies on national levels		
(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:	(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	(iv) identify different points of view that influence the development of public policies on international levels		
(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:	(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	(v) identify different points of view that influence decision-making processes on local levels		

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Course Title	§113.43. World Geography Studies (One Credit), Beginning with School Year 2011-2012.			
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(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:	(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	(vi) identify different points of view that influence decision-making processes on state levels		
(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:	(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	(vii) identify different points of view that influence decision-making processes on national levels		
(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:	(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	(viii) identify different points of view that influence decision-making processes on international levels		
(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:	(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	(ix) give examples of different points of view that influence the development of public policies on local levels		
(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:	(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	(x) give examples of different points of view that influence the development of public policies on state levels		
(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:	(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	(xi) give examples of different points of view that influence the development of public policies on national levels		
(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:	(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	(xii) give examples of different points of view that influence the development of public policies on international levels		

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(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:	(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	(xiii) give examples of different points of view that influence decision-making processes on local levels		
(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:	(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	(xiv) give examples of different points of view that influence decision-making processes on state levels		
(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:	(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	(xv) give examples of different points of view that influence decision-making processes on national levels		
(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:	(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	(xvi) give examples of different points of view that influence decision-making processes on international levels		
(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:	(B) explain how citizenship practices, public policies, and decision making may be influenced by cultural beliefs, including nationalism and patriotism	(i) explain how citizenship practices may be influenced by cultural beliefs, including nationalism		
(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:	(B) explain how citizenship practices, public policies, and decision making may be influenced by cultural beliefs, including nationalism and patriotism	(ii) explain how citizenship practices may be influenced by cultural beliefs, including patriotism		
(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:	(B) explain how citizenship practices, public policies, and decision making may be influenced by cultural beliefs, including nationalism and patriotism	(iii) explain how public policies may be influenced by cultural beliefs, including nationalism		

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(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:	(B) explain how citizenship practices, public policies, and decision making may be influenced by cultural beliefs, including nationalism and patriotism	(iv) explain how public policies may be influenced by cultural beliefs, including patriotism		
(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:	(B) explain how citizenship practices, public policies, and decision making may be influenced by cultural beliefs, including nationalism and patriotism	(v) explain how decision making may be influenced by cultural beliefs, including nationalism		
(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:	(B) explain how citizenship practices, public policies, and decision making may be influenced by cultural beliefs, including nationalism and patriotism	(vi) explain how decision making may be influenced by cultural beliefs, including patriotism		
(16) Culture. The student understands how the components of culture affect the way people live and shape the characteristics of regions. The student is expected to:	(A) describe 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	(i) describe distinctive cultural patterns associated with different places in Texas		
(16) Culture. The student understands how the components of culture affect the way people live and shape the characteristics of regions. The student is expected to:	(A) describe 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	(ii) describe distinctive cultural patterns associated with different places in the United States		
(16) Culture. The student understands how the components of culture affect the way people live and shape the characteristics of regions. The student is expected to:	(A) describe 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	(iii) describe distinctive cultural patterns associated with different places in other regions of the world		
(16) Culture. The student understands how the components of culture affect the way people live and shape the characteristics of regions. The student is expected to:	(A) describe 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	(iv) describe distinctive landscapes associated with different places in Texas		

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(16) Culture. The student understands how the components of culture affect the way people live and shape the characteristics of regions. The student is expected to:	(A) describe 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	(v) describe distinctive landscapes associated with different places in the United States		
(16) Culture. The student understands how the components of culture affect the way people live and shape the characteristics of regions. The student is expected to:	(A) describe 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	(vi) describe distinctive landscapes associated with different places in other regions of the world		
(16) Culture. The student understands how the components of culture affect the way people live and shape the characteristics of regions. The student is expected to:	(A) describe 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	(vii) describe how these patterns influenced the process of innovation		
(16) Culture. The student understands how the components of culture affect the way people live and shape the characteristics of regions. The student is expected to:	(A) describe 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	(viii) describe how these patterns influenced the process of diffusion		
(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:	(B) describe elements of culture, including language, religion, beliefs and customs, institutions, and technologies	(i) describe elements of culture, including language		
(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:	(B) describe elements of culture, including language, religion, beliefs and customs, institutions, and technologies	(ii) describe elements of culture, including religion		
(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:	(B) describe elements of culture, including language, religion, beliefs and customs, institutions, and technologies	(iii) describe elements of culture, including beliefs and customs		

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(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:	(B) describe elements of culture, including language, religion, beliefs and customs, institutions, and technologies	(iv) describe elements of culture, including institutions		
(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:	(B) describe elements of culture, including language, religion, beliefs and customs, institutions, and technologies	(v) describe elements of culture, including technologies		
(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:	(C) explain ways various groups of people perceive the characteristics of their own and other cultures, places, and regions differently	(i) explain ways various groups of people perceive the characteristics of their own and other cultures differently		
(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:	(C) explain ways various groups of people perceive the characteristics of their own and other cultures, places, and regions differently	(ii) explain ways various groups of people perceive the characteristics of their own and other places differently		
(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:	(C) explain ways various groups of people perceive the characteristics of their own and other cultures, places, and regions differently	(iii) explain ways various groups of people perceive the characteristics of their own and other regions differently		
(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:	(D) compare life in a variety of urban and rural areas in the world to evaluate political, economic, social, and environmental changes	(i) compare life in a variety of urban and rural areas in the world to evaluate political changes		
(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:	(D) compare life in a variety of urban and rural areas in the world to evaluate political, economic, social, and environmental changes	(ii) compare life in a variety of urban and rural areas in the world to evaluate economic changes		
(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:	(D) compare life in a variety of urban and rural areas in the world to evaluate political, economic, social, and environmental changes	(iii) compare life in a variety of urban and rural areas in the world to evaluate social changes		

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(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:	(D) compare life in a variety of urban and rural areas in the world to evaluate political, economic, social, and environmental changes	(iv) compare life in a variety of urban and rural areas in the world to evaluate environmental changes		
(17) Culture. The student understands the distribution, patterns, and characteristics of different cultures. The student is expected to:	(A) describe and compare patterns of culture such as language, religion, land use, education, and customs that make specific regions of the world distinctive	(i) describe patterns of culture that make specific regions of the world distinctive		
(17) Culture. The student understands the distribution, patterns, and characteristics of different cultures. The student is expected to:	(A) describe and compare patterns of culture such as language, religion, land use, education, and customs that make specific regions of the world distinctive	(ii) compare patterns of culture that make specific regions of the world distinctive		
(17) Culture. The student understands the distribution, patterns, and characteristics of different cultures. The student is expected to:	(B) describe major world religions, including animism, Buddhism, Christianity, Hinduism, Islam, Judaism, and Sikhism, and their spatial distribution	(i) describe major world religions, including animism		
(17) Culture. The student understands the distribution, patterns, and characteristics of different cultures. The student is expected to:	(B) describe major world religions, including animism, Buddhism, Christianity, Hinduism, Islam, Judaism, and Sikhism, and their spatial distribution	(ii) describe major world religions, including Buddhism		
(17) Culture. The student understands the distribution, patterns, and characteristics of different cultures. The student is expected to:	(B) describe major world religions, including animism, Buddhism, Christianity, Hinduism, Islam, Judaism, and Sikhism, and their spatial distribution	(iii) describe major world religions, including Christianity		
(17) Culture. The student understands the distribution, patterns, and characteristics of different cultures. The student is expected to:	(B) describe major world religions, including animism, Buddhism, Christianity, Hinduism, Islam, Judaism, and Sikhism, and their spatial distribution	(iv) describe major world religions, including Hinduism		
(17) Culture. The student understands the distribution, patterns, and characteristics of different cultures. The student is expected to:	(B) describe major world religions, including animism, Buddhism, Christianity, Hinduism, Islam, Judaism, and Sikhism, and their spatial distribution	(v) describe major world religions, including Islam		

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(17) Culture. The student understands the distribution, patterns, and characteristics of different cultures. The student is expected to:	(B) describe major world religions, including animism, Buddhism, Christianity, Hinduism, Islam, Judaism, and Sikhism, and their spatial distribution	(vi) describe major world religions, including Judaism		
(17) Culture. The student understands the distribution, patterns, and characteristics of different cultures. The student is expected to:	(B) describe major world religions, including animism, Buddhism, Christianity, Hinduism, Islam, Judaism, and Sikhism, and their spatial distribution	(vii) describe major world religions, including Sikhism		
(17) Culture. The student understands the distribution, patterns, and characteristics of different cultures. The student is expected to:	(B) describe major world religions, including animism, Buddhism, Christianity, Hinduism, Islam, Judaism, and Sikhism, and their spatial distribution	(viii) describe their spatial distribution		
(17) Culture. The student understands the distribution, patterns, and characteristics of different cultures. The student is expected to:	(C) compare economic, political, or social opportunities in different cultures for women, ethnic and religious minorities, and other underrepresented populations	(i) compare economic, political, or social opportunities in different cultures for women		
(17) Culture. The student understands the distribution, patterns, and characteristics of different cultures. The student is expected to:	(C) compare economic, political, or social opportunities in different cultures for women, ethnic and religious minorities, and other underrepresented populations	(ii) compare economic, political, or social opportunities in different cultures for ethnic minorities		
(17) Culture. The student understands the distribution, patterns, and characteristics of different cultures. The student is expected to:	(C) compare economic, political, or social opportunities in different cultures for women, ethnic and religious minorities, and other underrepresented populations	(iii) compare economic, political, or social opportunities in different cultures for religious minorities		
(17) Culture. The student understands the distribution, patterns, and characteristics of different cultures. The student is expected to:	(C) compare economic, political, or social opportunities in different cultures for women, ethnic and religious minorities, and other underrepresented populations	(iv) compare economic, political, or social opportunities in different cultures for other underrepresented populations		
(17) Culture. The student understands the distribution, patterns, and characteristics of different cultures. The student is expected to:	(D) evaluate the experiences and contributions of diverse groups to multicultural societies	(i) evaluate the experiences of diverse groups		



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(17) Culture. The student understands the distribution, patterns, and characteristics of different cultures. The student is expected to:	(D) evaluate the experiences and contributions of diverse groups to multicultural societies	(ii) evaluate the contributions of diverse groups to multicultural societies		
(18) Culture. The student understands the ways in which cultures change and maintain continuity. The student is expected to:	(A) analyze cultural changes in specific regions caused by migration, war, trade, innovations, and diffusion	(i) analyze cultural changes in specific regions caused by migration		
(18) Culture. The student understands the ways in which cultures change and maintain continuity. The student is expected to:	(A) analyze cultural changes in specific regions caused by migration, war, trade, innovations, and diffusion	(ii) analyze cultural changes in specific regions caused by war		
(18) Culture. The student understands the ways in which cultures change and maintain continuity. The student is expected to:	(A) analyze cultural changes in specific regions caused by migration, war, trade, innovations, and diffusion	(iii) analyze cultural changes in specific regions caused by trade		
(18) Culture. The student understands the ways in which cultures change and maintain continuity. The student is expected to:	(A) analyze cultural changes in specific regions caused by migration, war, trade, innovations, and diffusion	(iv) analyze cultural changes in specific regions caused by innovations		
(18) Culture. The student understands the ways in which cultures change and maintain continuity. The student is expected to:	(A) analyze cultural changes in specific regions caused by migration, war, trade, innovations, and diffusion	(v) analyze cultural changes in specific regions caused by diffusion		
(18) Culture. The student understands the ways in which cultures change and maintain continuity. The student is expected to:	(B) assess causes, effects, and perceptions of conflicts between groups of people, including modern genocides and terrorism	(i) assess causes of conflicts between groups of people, including modern genocides		
(18) Culture. The student understands the ways in which cultures change and maintain continuity. The student is expected to:	(B) assess causes, effects, and perceptions of conflicts between groups of people, including modern genocides and terrorism	(ii) assess causes of conflicts between groups of people, including terrorism		
(18) Culture. The student understands the ways in which cultures change and maintain continuity. The student is expected to:	(B) assess causes, effects, and perceptions of conflicts between groups of people, including modern genocides and terrorism	(iii) assess effects of conflicts between groups of people, including modern genocides		

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(18) Culture. The student understands the ways in which cultures change and maintain continuity. The student is expected to:	(B) assess causes, effects, and perceptions of conflicts between groups of people, including modern genocides and terrorism	(iv) assess effects of conflicts between groups of people, including terrorism		
(18) Culture. The student understands the ways in which cultures change and maintain continuity. The student is expected to:	(B) assess causes, effects, and perceptions of conflicts between groups of people, including modern genocides and terrorism	(v) assess perceptions of conflicts between groups of people, including modern genocides		
(18) Culture. The student understands the ways in which cultures change and maintain continuity. The student is expected to:	(B) assess causes, effects, and perceptions of conflicts between groups of people, including modern genocides and terrorism	(vi) assess perceptions of conflicts between groups of people, including terrorism		
(18) Culture. The student understands the ways in which cultures change and maintain continuity. The student is expected to:	(C) identify examples of cultures that maintain traditional ways, including traditional economies	(i) identify examples of cultures that maintain traditional ways, including traditional economies		
(18) Culture. The student understands the ways in which cultures change and maintain continuity. The student is expected to:	(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	(i) evaluate the spread of cultural traits to find examples of cultural convergence		
(18) Culture. The student understands the ways in which cultures change and maintain continuity. The student is expected to:	(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	(ii) evaluate the spread of cultural traits to find examples of cultural divergence		
(19) Science, technology, and society. The student understands the impact of technology and human modifications on the physical environment. The student is expected to:	(A) evaluate the significance of major technological innovations in the areas of transportation and energy that have been used to modify the physical environment	(i) evaluate the significance of major technological innovations in the area of transportation that have been used to modify the physical environment		
(19) Science, technology, and society. The student understands the impact of technology and human modifications on the physical environment. The student is expected to:	(A) evaluate the significance of major technological innovations in the areas of transportation and energy that have been used to modify the physical environment	(ii) evaluate the significance of major technological innovations in the area of energy that have been used to modify the physical environment		

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(19) Science, technology, and society. The student understands the impact of technology and human modifications on the physical environment. The student is expected to:	(B) analyze ways technological innovations such as air conditioning and desalinization have allowed humans to adapt to places	(i) analyze ways technological innovations have allowed humans to adapt to places		
(19) Science, technology, and society. The student understands the impact of technology and human modifications on the physical environment. The student is expected to:	(C) examine the environmental, economic, and social impacts of advances in technology on agriculture and natural resources	(i) examine the environmental impacts of advances in technology on agriculture		
(19) Science, technology, and society. The student understands the impact of technology and human modifications on the physical environment. The student is expected to:	(C) examine the environmental, economic, and social impacts of advances in technology on agriculture and natural resources	(ii) examine the environmental impacts of advances in technology on natural resources		
(19) Science, technology, and society. The student understands the impact of technology and human modifications on the physical environment. The student is expected to:	(C) examine the environmental, economic, and social impacts of advances in technology on agriculture and natural resources	(iii) examine the economic impacts of advances in technology on agriculture		
(19) Science, technology, and society. The student understands the impact of technology and human modifications on the physical environment. The student is expected to:	(C) examine the environmental, economic, and social impacts of advances in technology on agriculture and natural resources	(iv) examine the economic impacts of advances in technology on natural resources		
(19) Science, technology, and society. The student understands the impact of technology and human modifications on the physical environment. The student is expected to:	(C) examine the environmental, economic, and social impacts of advances in technology on agriculture and natural resources	(v) examine the social impacts of advances in technology on agriculture		
(19) Science, technology, and society. The student understands the impact of technology and human modifications on the physical environment. The student is expected to:	(C) examine the environmental, economic, and social impacts of advances in technology on agriculture and natural resources	(vi) examine the social impacts of advances in technology on natural resources		
(20) Science, technology, and society. The student understands how current technology affects human interaction. The student is expected to:	(A) describe the impact of new information technologies such as the Internet, Global Positioning System (GPS), or Geographic Information Systems (GIS)	(i) describe the impact of new information technologies		

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(20) Science, technology, and society. The student understands how current technology affects human interaction. The student is expected to:	(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	(i) examine the economic effects of technology on societies at different levels of development		
(20) Science, technology, and society. The student understands how current technology affects human interaction. The student is expected to:	(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	(ii) examine the environmental effects of technology on societies at different levels of development		
(20) Science, technology, and society. The student understands how current technology affects human interaction. The student is expected to:	(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	(iii) examine the social effects of technology on societies at different levels of development		
(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	(i) analyze the validity of multiple sources of geographic information		
(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	(ii) analyze the utility of multiple sources of geographic information		
(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	(iii) evaluate the validity of multiple sources of geographic information		
(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	(iv) evaluate the utility of multiple sources of geographic information		
(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:	(B) locate places of contemporary geopolitical significance on a map	(i) locate places of contemporary geopolitical significance on a map		

Subject	<b>Chapter 113. Texas Essential Knowledge and Skills for Social Studies</b>			
Course Title	<b>§113.43. World Geography Studies (One Credit), Beginning with School Year 2011-2012.</b>			
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(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:	(C) create and interpret different types of maps to answer geographic questions, infer relationships, and analyze change	(i) create different types of maps to answer geographic questions		
(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:	(C) create and interpret different types of maps to answer geographic questions, infer relationships, and analyze change	(ii) create different types of maps to infer relationships		
(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:	(C) create and interpret different types of maps to answer geographic questions, infer relationships, and analyze change	(iii) create different types of maps to analyze change		
(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:	(C) create and interpret different types of maps to answer geographic questions, infer relationships, and analyze change	(iv) interpret different types of maps to answer geographic questions		
(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:	(C) create and interpret different types of maps to answer geographic questions, infer relationships, and analyze change	(v) interpret different types of maps to infer relationships		
(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:	(C) create and interpret different types of maps to answer geographic questions, infer relationships, and analyze change	(vi) interpret different types of maps to analyze change		
(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(A) design and draw appropriate graphics such as maps, diagrams, tables, and graphs to communicate geographic features, distributions, and relationships	(i) design appropriate graphics to communicate geographic features		
(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(A) design and draw appropriate graphics such as maps, diagrams, tables, and graphs to communicate geographic features, distributions, and relationships	(ii) design appropriate graphics to communicate geographic distributions		

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(A) design and draw appropriate graphics such as maps, diagrams, tables, and graphs to communicate geographic features, distributions, and relationships	(iii) design appropriate graphics to communicate geographic relationships		
(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(A) design and draw appropriate graphics such as maps, diagrams, tables, and graphs to communicate geographic features, distributions, and relationships	(iv) draw appropriate graphics to communicate geographic features		
(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(A) design and draw appropriate graphics such as maps, diagrams, tables, and graphs to communicate geographic features, distributions, and relationships	(v) draw appropriate graphics to communicate geographic distributions		
(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(A) design and draw appropriate graphics such as maps, diagrams, tables, and graphs to communicate geographic features, distributions, and relationships	(vi) draw appropriate graphics to communicate geographic relationships		
(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(B) generate summaries, generalizations, and thesis statements supported by evidence	(i) generate summaries supported by evidence		
(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(B) generate summaries, generalizations, and thesis statements supported by evidence	(ii) generate generalizations supported by evidence		
(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(B) generate summaries, generalizations, and thesis statements supported by evidence	(iii) generate thesis statements supported by evidence		
(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(C) use geographic terminology correctly	(i) use geographic terminology correctly		
(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(D) use standard grammar, spelling, sentence structure, and punctuation	(i) use standard grammar		

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(D) use standard grammar, spelling, sentence structure, and punctuation	(ii) use standard spelling		
(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(D) use standard grammar, spelling, sentence structure, and punctuation	(iii) use standard sentence structure		
(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(D) use standard grammar, spelling, sentence structure, and punctuation	(iv) use standard punctuation		
(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(E) create original work using proper citations and understanding and avoiding plagiarism	(i) create original work using proper citations		
(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(E) create original work using proper citations and understanding and avoiding plagiarism	(ii) create original work understanding and avoiding plagiarism		
(23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:	(A) plan, organize, and complete a research project that involves asking geographic questions; acquiring, organizing, and analyzing information; answering questions; and communicating results	(i) plan a research project that involves asking geographic questions		
(23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:	(A) plan, organize, and complete a research project that involves asking geographic questions; acquiring, organizing, and analyzing information; answering questions; and communicating results	(ii) plan a research project that involves acquiring information		
(23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:	(A) plan, organize, and complete a research project that involves asking geographic questions; acquiring, organizing, and analyzing information; answering questions; and communicating results	(iii) plan a research project that involves organizing information		

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:	(A) plan, organize, and complete a research project that involves asking geographic questions; acquiring, organizing, and analyzing information; answering questions; and communicating results	(iv) plan a research project that involves analyzing information		
(23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:	(A) plan, organize, and complete a research project that involves asking geographic questions; acquiring, organizing, and analyzing information; answering questions; and communicating results	(v) plan a research project that involves answering questions		
(23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:	(A) plan, organize, and complete a research project that involves asking geographic questions; acquiring, organizing, and analyzing information; answering questions; and communicating results	(vi) plan a research project that involves communicating results		
(23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:	(A) plan, organize, and complete a research project that involves asking geographic questions; acquiring, organizing, and analyzing information; answering questions; and communicating results	(vii) organize a research project that involves asking geographic questions		
(23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:	(A) plan, organize, and complete a research project that involves asking geographic questions; acquiring, organizing, and analyzing information; answering questions; and communicating results	(viii) organize a research project that involves acquiring information		
(23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:	(A) plan, organize, and complete a research project that involves asking geographic questions; acquiring, organizing, and analyzing information; answering questions; and communicating results	(ix) organize a research project that involves organizing information		
(23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:	(A) plan, organize, and complete a research project that involves asking geographic questions; acquiring, organizing, and analyzing information; answering questions; and communicating results	(x) organize a research project that involves analyzing information		



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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:	(A) plan, organize, and complete a research project that involves asking geographic questions; acquiring, organizing, and analyzing information; answering questions; and communicating results	(xi) organize a research project that involves answering questions		
(23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:	(A) plan, organize, and complete a research project that involves asking geographic questions; acquiring, organizing, and analyzing information; answering questions; and communicating results	(xii) organize a research project that involves communicating results		
(23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:	(A) plan, organize, and complete a research project that involves asking geographic questions; acquiring, organizing, and analyzing information; answering questions; and communicating results	(xiii) complete a research project that involves asking geographic questions		
(23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:	(A) plan, organize, and complete a research project that involves asking geographic questions; acquiring, organizing, and analyzing information; answering questions; and communicating results	(xiv) complete a research project that involves acquiring information		
(23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:	(A) plan, organize, and complete a research project that involves asking geographic questions; acquiring, organizing, and analyzing information; answering questions; and communicating results	(xv) complete a research project that involves organizing information		
(23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:	(A) plan, organize, and complete a research project that involves asking geographic questions; acquiring, organizing, and analyzing information; answering questions; and communicating results	(xvi) complete a research project that involves analyzing information		
(23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:	(A) plan, organize, and complete a research project that involves asking geographic questions; acquiring, organizing, and analyzing information; answering questions; and communicating results	(xvii) complete a research project that involves answering questions		

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:	(A) plan, organize, and complete a research project that involves asking geographic questions; acquiring, organizing, and analyzing information; answering questions; and communicating results	(xviii) complete a research project that involves communicating results		
(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	(i) use case studies to identify contemporary challenges		
(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	(ii) use case studies to answer real-world questions		
(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	(iii) use GIS to identify contemporary challenges		
(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	(iv) use GIS to answer real-world questions		
(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:	(C) 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	(i) 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		