

Strand: Geography											
(3) Geography. The student understands how physical processes shape patterns in the physical environment. The student is expected to:	<input checked="" type="checkbox"/>										
(A) explain weather conditions and climate in relation to annual changes in Earth-Sun relationships; and	<input checked="" type="checkbox"/>										
(B) describe the physical processes that affect the environments of regions, including weather, tectonic forces, erosion, and soil-building processes; and	<input checked="" type="checkbox"/>										
(C) examine the physical processes that affect the lithosphere, atmosphere, hydrosphere, and biosphere.	<input checked="" type="checkbox"/>										
(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:	<input checked="" type="checkbox"/>										
(A) explain how elevation, latitude, wind systems, ocean currents, position on a continent, and mountain barriers influence temperature, precipitation, and distribution of climate regions;	<input checked="" type="checkbox"/>										
(B) describe different landforms and the physical processes that cause their development; and	<input checked="" type="checkbox"/>										
(C) explain the influence of climate on the distribution of biomes in different regions.	<input checked="" type="checkbox"/>										

(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:	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>				
(A) analyze how the character of a place is related to its political, economic, social, and cultural elements; and	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>				
(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.	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>				
(6) Geography. The student understands the types, patterns, and processes of settlement. The student is expected to:	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>				
(A) locate and describe human and physical features that influence the size and distribution of settlements; and	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>				
(B) explain the processes that have caused changes in settlement patterns, including urbanization, transportation, access to and availability of resources and economic activities.	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>				
(7) Geography. The student understands the growth, distribution, movement, and characteristics of world population. The student is expected to:	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>				
(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;	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>				
(B) explain how political, economic, social, and environmental push and pull factors and physical geography affect the routes and flows of human migration;	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>				

(A) describe the forces that determine the distribution of goods and services in free-enterprise, socialist, and communist economic systems;	<input checked="" type="checkbox"/>											
(B) classify where specific countries fall along the economic spectrum between free enterprise and communism;	<input checked="" type="checkbox"/>											
(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; and	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>									
(D) compare global trade patterns over time and examine the implications of globalization, including outsourcing and free trade zones.	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
(11) Economics. The student understands how geography influences economic. The student is expected to:	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>				
(A) understand the connections between levels of development and economic activities (primary, secondary, tertiary and quaternary);	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>								
(B) identify the factors affecting the location of different types of economic activities, including subsistence and commercial agriculture, manufacturing, and service industries; and			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>				
(C) assess how changes in climate, resources, and infrastructure (technology, transportation, and communication) affect the location and patterns of economic activities.			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>				
(12) Economics. The student understands the economic importance of, and issues related to, the location and management of resources. The student is expected to:				<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
(A) analyze how the creation, distribution, and management of key natural resources affects the location and patterns of movement of products, money, and people; and				<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		

(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:						<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
(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; and						<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>				
(B) explain how citizenship practices, public policies, and decision making may be influenced by cultural beliefs, including nationalism and patriotism.						<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>				

Strand: Culture											
(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:	<input checked="" type="checkbox"/>										
(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;	<input checked="" type="checkbox"/>										
(B) describe elements of culture, including language, religion, beliefs and customs, institutions, and technologies ;	<input checked="" type="checkbox"/>										
(C) explain ways various groups of people perceive the characteristics of their own and other cultures, places, and regions differently; and	<input checked="" type="checkbox"/>										
(D) compare life in a variety of urban and rural areas in the world to evaluate political, economic, social, and environmental changes.	<input checked="" type="checkbox"/>										
(17) Culture. The student understands the distribution, patterns, and characteristics of different cultures. The student is expected to:	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>								
(A) describe and compare patterns of culture such as language, religion, land use, education, and customs that make specific regions of the world distinctive;	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>								
(B) describe major world religions, including animism, Buddhism, Christianity, Hinduism, Islam, Judaism, and Sikhism, and their spatial distribution;	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>							
(C) compare economic, political, or social opportunities in different cultures for women, ethnic and religious minorities, and other underrepresented populations; and	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>								
(D) evaluate the experiences and contributions of diverse groups to multicultural societies.		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>				

(18) Culture. The student understands the ways in which cultures change and maintain continuity. The student is expected to:	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>								
(A) analyze cultural changes in specific regions caused by migration, war, trade, innovations, and diffusion;	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>								
(B) assess causes, effects, and perceptions of conflicts between groups of people, including modern genocides and terrorism;	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>								
(C) identify examples of cultures that maintain traditional ways, including traditional economies; and	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>								
(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.	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>								
Strand: Science, technology, and society											
(19) Science, technology, and society. The student understands the impact of technology and human modifications on the physical environment. The student is expected to:	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>					
(A) evaluate the significance of major technological innovations in the areas of transportation and energy that have been used to modify the physical environment;	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>					
(B) analyze ways technological innovations such as air conditioning and desalinization have allowed humans to adapt to places; and	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>				
(C) examine the environmental, economic, and social impacts of advances in technology on agriculture and natural resources.	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>					
(20) Science, technology, and society. The student understands how current technology affects human interaction. The student is expected to:								<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

<p>(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:</p>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>						
<p>(A) plan, organize, and complete a research project that involves asking geographic questions; acquiring, organizing, and analyzing information; answering questions; and communicating results;</p>		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>						
<p>(B) use case studies and GIS to identify contemporary challenges and to answer real-world questions; and</p>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>					
<p>(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.</p>		<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>					