Powerful Geography

State Profile: Texas

Connecting Career Paths to the Top 10 Industries

Gasoline & Petroleum Wholesaling | Oil Drilling & Gas Extraction | Petroleum Refining | Gasoline & Petroleum Bulk Stations | New Car Dealers | Property, Casualty and Direct Insurance | Hospitals | Supermarkets & Grocery Stores | Gas Stations with Convenience Stores | Public Schools

Building Path

Business Path

Helping Path

Health Path

Connecting to the SOCIAL STUDIES CONTENT STANDARDS

Texas Essential Knowledge and Skills for Social Studies

Elementary | Middle School | High School

Standard	Career Path and Industry	Potential Lesson Plan/Idea

State Profile: Texas

Powerful Geography

Connecting to the SOCIAL STUDIES CONTENT STANDARDS

Texas Essential Knowledge and Skills for Social Studies

High School - World Geography Studies

Standard	Career Path and Industry	Potential Lesson Plan/Idea
(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; (B) describe the physical processes that affect the environments of regions, including weather, tectonic forces, erosion, and soil-building processes; and (C) describe how physical processes such as hurricanes, El Niño, earthquakes, and volcanoes affect the lithosphere, atmosphere, hydrosphere, and 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; (B) describe different landforms such as plains, mountains, and islands and the physical processes that cause their development; and (C) 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; and (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 levels as defined by the Human Development Index.		
(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; and (B) explain the processes that have caused changes in settlement patterns, including urbanization, transportation, access to and availability of resources, and economic activities.		
(7) Geography. The student understands the growth, distribution, movement, and characteristics of world population. The student is expected to: (A) analyze population pyramids and use other data, graphics, and maps to describe the population characteristics of different societies and to predict future population trends; (B) explain how physical geography and push and pull forces, including political, economic, social, and environmental conditions, affect the routes and flows of human migration; (C) describe trends in world population growth and distribution; and (D) analyze how globalization affects connectivity, standard of living, pandemics, and loss of local culture.		

State Profile: Texas

Powerful Geography

Connecting to the SOCIAL STUDIES CONTENT STANDARDS

Texas Essential Knowledge and Skills for Social Studies

High School - World Geography Studies

Standard	Career Path and Industry	Potential Lesson Plan/Idea
(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; (B) analyze the consequences of extreme weather and other natural disasters such as El Niño, floods, tsunamis, and volcanoes on people and their environment; and (C) evaluate the economic and political relationships between settlements and the environment, including sustainable development and 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; and (B) describe different types of regions, including formal, functional, and perceptual regions.		
(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; (B) describe elements of culture, including language, religion, beliefs, institutions, and technologies; and (C) describe life in a variety of urban and rural areas in the world to compare political, economic, social, and 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; (B) describe central ideas and spatial distribution of major religious traditions, including Buddhism, Christianity, Hinduism, Islam, Judaism, and Sikhism; (C) compare economic, political, or social opportunities in different cultures for underrepresented populations such as women and ethnic and religious minorities; and (D) evaluate the experiences and 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; (B) assess causes and effects of conflicts between groups of people, including modern genocides and terrorism; (C) identify examples of cultures that maintain traditional ways, including traditional economies; and (D) evaluate the spread of cultural traits to find examples of cultural convergence and divergence such as the spread of democratic ideas, language, foods, technology, or global sports.		

Powerful Geography

Connecting to the SOCIAL STUDIES CONTENT STANDARDS

Texas Essential Knowledge and Skills for Social Studies

High School - World Geography Studies

Standard	Career Path and Industry	Potential Lesson Plan/Idea
(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: (A) analyze significant physical features and environmental conditions that have influenced the past and migration patterns and have shaped the distribution of culture groups today; and (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.		
(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 analyze relationships between past events and current conditions; and (B) explain how changes in societies such as population shifts, technological advancements, and environmental policies have led to diverse uses of physical features over time such as terrace farming, dams, and polders.		
(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 traditional, free enterprise, socialist, and communist economic systems; (B) classify countries along the economic spectrum between free enterprise and communism; (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 (D) compare global trade patterns over time and analyze the implications of globalization, including outsourcing and free trade zones.		
(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); (B) identify the factors affecting the location of different types of economic activities, including subsistence and commercial agriculture, manufacturing, and service industries; and (C) assess how changes in climate, resources, and infrastructure (technology, transportation, and communication) affect the location and 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; and (B) evaluate the geographic and economic impact of policies related to the development, use, and scarcity of natural resources such as regulations of water.		

Powerful Geography

Connecting to the SOCIAL STUDIES CONTENT STANDARDS

Texas Essential Knowledge and Skills for Social Studies

High School - World Geography Studies

Standard	Career Path and Industry	Potential Lesson Plan/Idea
(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; and (B) compare maps of voting patterns and 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; (B) compare how democracy, dictatorship, monarchy, republic, theocracy, and totalitarian systems operate in specific countries; and (C) analyze the human and physical factors that influence control of territories and resources, conflict/war, and international relations of sovereign nations such as China, the United States, Japan, and Russia and international organizations such as the United Nations and the European Union.		
(15) Citizenship. The student understands how different points of view influence the development of public policies and decision-making processes at 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 at national and international levels; and (B) explain how citizenship practices, public policies, and decision making may be influenced by cultural beliefs, including nationalism and patriotism.		
(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; (B) analyze ways technological innovations such as air conditioning and desalinization have allowed humans to adapt to places; and (C) analyze the environmental, economic, and social impacts of advances in technology on agriculture and 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); and (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.		

Powerful Geography

Connecting to the SOCIAL STUDIES CONTENT STANDARDS

Texas Essential Knowledge and Skills for Social Studies

High School - World Geography Studies

Standard	Career Path and Industry	Potential Lesson Plan/Idea
(21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to: (A) analyze and evaluate the validity and utility of multiple sources of geographic information such as primary and secondary sources, aerial photographs, and maps; (B) identify places of contemporary geopolitical significance on a map; (C) create and interpret different types of maps to answer geographic questions, infer relationships, and analyze change; (D) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections over time; and (E) identify different points of view about an issue or current topic.		
(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: (A) create appropriate graphics such as maps, diagrams, tables, and graphs to communicate geographic features, distributions, and relationships; (B) generate summaries, generalizations, and thesis statements supported by evidence; (C) use social studies terminology correctly; and (D) create original work using effective written communication skills, including proper citations and understanding and avoiding plagiarism.		
(23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. 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; (B) use case studies and GIS to identify contemporary challenges and to answer real-world questions; and (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.		

State Profile: Texas

Powerful Geography

Connecting to the SOCIAL STUDIES CONTENT STANDARDS

Texas Essential Knowledge and Skills for Social Studies

Middle School - Social Studies (World Cultures)

Standard	Career Path and Industry	Potential Lesson Plan/Idea
(3) Geography. The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and/or globes. The student is expected to: (A) identify and explain the geographic factors responsible for patterns of population in places and regions; (B) explain ways in which human migration influences the character of places and regions; (C) identify and locate major physical and human geographic features such as landforms, water bodies, and urban centers of various places and regions; and (D) identify the location of major world countries for each of the world regions.		
(4) Geography. The student understands how geographic factors influence the economic development and political relationships of societies. The student is expected to: (A) explain the geographic factors responsible for the location of economic activities in places and regions; and (B) identify geographic factors such as location, physical features, transportation corridors and barriers, and distribution of natural resources that influence a society's political relationships.		
(5) Geography. The student understands the impact of interactions between people and the physical environment on the development and conditions of places and regions. The student is expected to: (A) describe ways people have been impacted by physical processes such as earthquakes and climate; (B) identify and analyze ways people have adapted to the physical environment in various places and regions; and (C) identify and analyze ways people have modified the physical environment such as mining, irrigation, and transportation infrastructure.		
(13) Culture. The student understands the similarities and differences within and among cultures in various world societies. The student is expected to: (A) identify and describe common traits that define cultures and culture regions; (B) define a multicultural society; (C) analyze the experiences and contributions of diverse groups to multicultural societies; and (D) identify and explain examples of conflict and cooperation between and among cultures.		
(14) Culture. The student understands that all societies have basic institutions in common even though the characteristics of these institutions may differ. The student is expected to: (A) identify institutions basic to all societies, including government, economic, educational, and religious institutions; (B) compare characteristics of institutions in various contemporary societies; and (C) analyze the efforts and activities institutions use to sustain themselves over time.		
(15) Culture. The student understands relationships that exist among world cultures. The student is expected to: (A) identify and describe means of cultural diffusion such as trade, travel, and war; (B) identify and describe factors that influence cultural change such as improvements in communication, transportation, and economic development; (C) analyze the impact of improved communication technology among cultures; and (D) identify the impact of cultural diffusion on individuals and world societies.		

Powerful Geography

Connecting to the SOCIAL STUDIES CONTENT STANDARDS

Texas Essential Knowledge and Skills for Social Studies

Middle School - Social Studies (World Cultures)

Standard	Career Path and Industry	Potential Lesson Plan/Idea
(16) Culture. The student understands the relationship that exists between the arts and the societies in which they are produced. The student is expected to: (A) explain the relationships that exist between societies and their architecture, art, music, and literature; (B) describe ways in which contemporary issues influence creative expressions; and (C) identify examples of art, music, and literature that convey universal themes such as religion, justice, and the passage of time.		
(17) Culture. The student understands the relationships among religion, philosophy, and culture. The student is expected to: (A) explain the relationship among religious ideas, philosophical ideas, and cultures; and (B) explain the significance of religious holidays and observances such as Christmas, Easter, Ramadan, the annual hajj, Yom Kippur, Rosh Hashanah, Diwali, and Vaisakhi in various contemporary societies.		
(1) History. The student understands that historical events influence contemporary events. The student is expected to: (A) trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as colonization, immigration, and trade; and (B) analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions.		
(2) History. The student understands the influences of individuals and groups from various cultures on various historical and contemporary societies. The student is expected to: (A) identify and describe the historical influence of individuals or groups on various contemporary societies; and (B) describe the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present.		
(6) Economics. The student understands the factors of production in a society's economy. The student is expected to: (A) describe ways in which the factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of various contemporary societies; (B) identify problems that may arise when one or more of the factors of production is in relatively short supply; and (C) explain the impact of the distribution of resources on international trade and economic interdependence among and within societies.		
(7) Economics. The student understands the various ways in which people organize economic systems. The student is expected to: (A) compare ways in which various societies organize the production and distribution of goods and services; (B) compare and contrast free enterprise, socialist, and communist economies in various contemporary societies, including the benefits of the U.S. free enterprise system; and (C) understand the importance of ethics in maintaining a functional free enterprise system.		

Powerful Geography

Connecting to the SOCIAL STUDIES CONTENT STANDARDS

Texas Essential Knowledge and Skills for Social Studies

Middle School - Social Studies (World Cultures)

Standard	Career Path and Industry	Potential Lesson Plan/Idea
(8) Economics. The student understands categories of economic activities and the data used to measure a society's economic level. The student is expected to: (A) define and give examples of agricultural, retail, manufacturing (goods), and service industries; and (B) describe levels of economic development of various societies using indicators such as life expectancy, gross domestic product (GDP), GDP per capita, and literacy.		
(9) Government. The student understands the concepts of limited and unlimited governments. The student is expected to: (A) describe and compare examples of limited and unlimited governments such as constitutional (limited) and totalitarian (unlimited); (B) identify reasons for limiting the power of government; and (C) identify and describe examples of human rights abuses by limited or unlimited governments such as the oppression of religious, ethnic, and political groups.		
(10) Government. The student understands various ways in which people organize governments. The student is expected to: (A) identify and give examples of governments with rule by one, few, or many; (B) compare ways in which various societies such as China, Germany, India, and Russia organize government and how they function; and (C) identify historical origins of democratic forms of government such as Ancient Greece.		
(11) Citizenship. The student understands that the nature of citizenship varies among societies. The student is expected to: (A) describe and compare roles and responsibilities of citizens in various contemporary societies, including the United States; and (B) explain how opportunities for citizens to participate in and influence the political process vary among various contemporary societies.		
(12) Citizenship. The student understands the relationship among individual rights, responsibilities, duties, and freedoms in societies with representative governments. The student is expected to: (A) identify and explain the duty of civic participation in societies with representative governments; and (B) explain relationships among rights, responsibilities, and duties in societies with representative governments.		
(18) Science, technology, and society. The student understands the influences of science and technology on contemporary societies. The student is expected to: (A) identify examples of scientific discoveries, technological innovations, and scientists and inventors that have shaped the world; (B) explain how resources, economic factors, and political decisions affect the use of technology; and (C) make predictions about future social, political, economic, cultural, and environmental impacts that may result from future scientific discoveries and technological innovations.		

Powerful Geography

Connecting to the SOCIAL STUDIES CONTENT STANDARDS

Texas Essential Knowledge and Skills for Social Studies

Middle School - Social Studies (World Cultures)

Standard	Career Path and Industry	Potential Lesson Plan/Idea
(19) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to: (A) differentiate between, locate, and use valid primary and secondary sources such as oral, print, and visual material and artifacts to acquire information about various world cultures; (B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions; (C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps; and (D) identify different points of view about an issue or current topic.		
(20) Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to: (A) answer geographic questions, including: Where is it located? Why is it there? What is significant about its location? How is its location related to the location of other people, places, and environments? Using latitude and longitude, where is it located?; (B) pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, and charts; (C) compare various world regions and countries using data from maps, graphs, and charts; and (D) create and interpret regional sketch maps, thematic maps, graphs, and charts depicting aspects such as population, disease, and economic activities of various world regions and countries.		
(21) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: (A) use social studies terminology correctly; (B) incorporate main and supporting ideas in verbal and written communication based on research; (C) express ideas orally based on research and experiences; (D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies based on research; and (E) use effective written communication skills, including proper citations to avoid plagiarism.		
(22) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to 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.		