

World Geography

Conforming amendment throughout:

Change: describe how Earth–Sun relationships ~~impact~~ naturally influence weather

change: analyze push- ~~or pull forces~~ factors of

change: ~~globalization~~ to role in the global trade

Skills

5(E) explain spatial patterns of movement, including the diffusion of ideas, goods, and populations, by applying geographic concepts such as push-pull factors, cultural hearths, and ~~globalization~~ global trade (H, Geo/C, E, S);

Student Expectations

6(A) evaluate the economic advantages and disadvantages of ~~globalization~~ global trade ~~related to economic practices or systems~~, including outsourcing, free trade zones, and supply chains (G/Civ, E); and

10 ~~(C) [(D)]~~ (B) analyze push and pull forces that affect internal human migration patterns in South America, including economic and safety conditions (G/Civ, E).

(11) ~~(A) [(B)]~~ compare how political power is distributed in various countries, including Mexico, ~~and~~ Cuba, ~~and the United States~~ (G/Civ).

(12) (B) ~~[(A)]~~ explain cultural convergence ~~were~~ was influenced by innovations, including communication technology and the blending of African, European, and indigenous traditions among Afro-Caribbean populations and the Catholic faith (Geo/C, E); and

(13) ~~Sub-Saharan~~ Africa. The student understands the physical geography and human environment interaction of Sub-Saharan Africa. The student is expected to:

- (A) describe how Earth–Sun relationships ~~impact~~ naturally influence weather conditions in ~~Sub-Saharan~~ Africa, including wet and dry seasonality (Geo/C);
- (B) identify major landforms ~~and biomes~~, including the Congo River, the Sahel, ~~and~~ the Kalahari Desert, Mount Kilimanjaro, the Sahara Desert, the Nile River, and the Great Rift Valley (Geo/C);

(14) ~~Sub-Saharan~~ Africa. The student understands the population geography of ~~Sub-Saharan~~ Africa. The student is expected to:

- (C) analyze the causes and effects of forced migration in ~~Sub-Saharan~~ Africa, including the Rwandan Genocide, and the conflict in the eastern Democratic Republic of the Congo, ~~and conflict in Sudan~~ (H, Geo/C).

(15) ~~Sub-Saharan~~ Africa. The student understands the economic and political geography of Sub-Saharan Africa. The student is expected to:

- (A) analyze labor practices including Chinese owned enterprises and child labor in cobalt and other critical mineral extraction ~~the shift from primary or secondary economic activities to tertiary or quaternary economic activities~~ in ~~Sub-Saharan~~ Africa (H, E); and

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- (B) ~~[(C)]~~ compare how political power is distributed including the federal system of Nigeria and the unitary system of Kenya in ~~various Sub-Saharan African~~ countries (H, G/Civ).
- (16) ~~Sub-Saharan~~ Africa. The student understands the cultural geography of Sub-Saharan Africa. The student is expected to:
- (C) analyze visual sources to identify components of cultural landscape, including architecture and place names in Sub-Saharan Africa the pyramids of Giza (H, Geo/C).
- (17) Southwest Asia ~~and North Africa~~. The student understands the physical geography and human environment interaction of Southwest Asia ~~and North Africa~~. The student is expected to:
- (A) describe how Earth–Sun relationships ~~impact~~ naturally influence weather in Southwest Asia ~~or North Africa~~, including extreme heat and haboobs (Geo/C);
- (B) identify major landforms, including the Sahara Desert, the Nile River, the Red Sea, the Arabian Desert, and the Persian Gulf (Geo/C); and
- (18) Southwest Asia ~~and North Africa~~. The student understands the population geography of Southwest Asia ~~and North Africa~~. The student is expected to:
- (A) describe ~~features~~ factors, including water availability, ~~and~~ historical trade routes, ~~and religious significance~~, that influence the size and distribution of settlements in Southwest Asia across time ~~or North Africa~~ (H, G/Civ, Geo/C);
- (B) analyze push - or pull forces that affect human migration patterns, including economic opportunity and water availability ~~religion, and conflict~~, (G/Civ, E); and
- (C) explain how physical geography affects the flows of human migration, including the Silk Road ~~and Trans-Saharan Trade~~ (H, Geo/C).
- (19) Southwest Asia ~~and North Africa~~. The student understands the economic and political geography of Southwest Asia and North Africa. The student is expected to:
- (A) classify economic activities of Southwest Asia ~~and North Africa as identify the primary, secondary, tertiary, or quaternary~~, including oil extraction and refining, tourism, and ~~technology~~ trade through the Persian Gulf (E);
- (20) Southwest Asia ~~and North Africa~~. The student understands the cultural geography of Southwest Asia ~~and North Africa~~. The student is expected to:
- (A) explain the influence of Judaism and Christianity within Southwest Asia, including the Jewish Diaspora and the spread of early Christian communities ~~cultural convergence in Southwest Asia or North Africa caused by trade, including technology, religion, and language~~ (H, Geo/C);
- (B) explain the cultural divergence in Southwest Asia including Sunni and Shia religious traditions ~~caused by trade, including religion~~ (H, Geo/C); and
- ~~(D) [(C)]~~ analyze visual sources to identify components of the cultural landscape, including religious architecture represented by the Burj Khalifa, the Pyramids of Giza, and the Hagia Sophia and the Dome of the Rock at the Temple Mount (H, Geo/C).
- 21(A) describe how Earth–Sun relationships naturally influence weather including monsoons in Central ~~or~~ and cyclones in South Asia ~~impact weather conditions, including monsoons and cyclones~~ (Geo/C);

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22(A) explain how ~~human and physical features, including being land-locked or having access to the-~~ and maritime ~~trade routes, influence the size and distribution of~~ influence settlements ~~patterns~~ in Central ~~or~~ and South Asia (H, G/Civ, Geo/C);

22(C) analyze push- ~~or~~ pull ~~forces~~ factors of ~~that affect~~ human migration patterns in Central ~~or~~ and South Asia, including ~~conflict, weather, and~~ economic opportunity (E, G/Civ).

~~23(A) identify the primary, secondary, tertiary, or quaternary economic activities of Central or South Asia, including pharmaceutical manufacturing and information technology software development (E);~~

23(A) explain how economic activities in Central and South Asia, including pharmaceutical manufacturing, information technology, and outsourcing, connect the region to the global economy (E);

~~23(B) analyze the implications of globalization, including outsourcing to Central or South Asia (E);~~

29(B) identify major landforms, including the Gobi Desert, ~~the Himalayas~~, the Tibetan Plateau, the Korean Peninsula, the Japanese Archipelago, and Mount Fuji (Geo/C); and

~~29(C) describe how places in East Asia plan for, mitigate, and respond to natural hazards, including earthquakes (G/Civ, Geo/C, E);~~

~~30(C) compare how East Asian countries recognize population trends, allocate resources, and determine infrastructure needs (G/Civ, E); and~~

~~31(A) identify the primary, secondary, tertiary, or quaternary economic activities of East Asia, including automobile and technology manufacturing (E);~~

31(A) explain East Asia's role in the global economy, including automobile and technology manufacturing and global supply chains (E);

~~31(B) analyze the implications of globalization in East Asia, including supply chains (E); and~~