

World Geography Studies, TEKS Revisions Implemented in 2024-2025 School Year

The State Board of Education (SBOE) adopted revisions in 2022 to the social studies TEKS that align with legislative requirements passed in the 87th Legislature. The revisions update the standards for Kindergarten– Grade 8 and five high-school courses. For more information related to the social studies TEKS revision and implementation, please visit the [2021-2022 Social Studies TEKS Review web page](#).

New Standards Added for Implementation in the 2024-2025 School Year

(21) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(F) formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning for an intended audience and purpose

(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(A) analyze and evaluate a variety of sources of geographic information such as primary and secondary sources, aerial photographs, and maps for validity, utility, credibility, and accuracy

Renumbered Standards for Implementation in the 2024-2025 School Year

(23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to:

~~(A)~~(B) plan, organize, and complete a research project that involves asking geographic questions; acquiring, organizing, and analyzing information; answering questions; and communicating results

~~(B)~~(C) use case studies and GIS to identify contemporary challenges and to answer real-world questions; and

~~(C)~~(D) 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

Red Strikethrough = removed from a student expectation (SE) or knowledge and skills (K&S) statement

Green Text = new or revised SE or K&S statement

2018 TEKS	2024-2025 TEKS
(8)(A) compare ways that humans depend on, adapt to, and modify the physical environment, including the influences of culture and technology;	(8)(A) compare ways that humans depend on, adapt to, and modify the physical environment, including the influences of culture and technology;
(8)(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	(8)(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
(8)(C) evaluate the economic and political relationships between settlements and the environment, including sustainable development and renewable/non-renewable resources.	(8)(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:	

Red Strikethrough = removed from a student expectation (SE) or knowledge and skills (K&S) statement

Green Text = new or revised SE or K&S statement

2018 TEKS	2024-2025 TEKS
(11)(B) identify the factors affecting the location of different types of economic activities, including subsistence and commercial agriculture, manufacturing, and service industries; and	(11)(B) identify the factors affecting the location of different types of economic activities, including subsistence and commercial agriculture, manufacturing, and service industries; and
(11)(C) assess how changes in climate, resources, and infrastructure (technology, transportation, and communication) affect the location and patterns of economic activities.	(11)(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:	(12) Economics. The student understands the economic importance of, and issues related to, the location and management of resources. The student is expected to:
(12)(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	(12)(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
(12)(B) evaluate the geographic and economic impact of policies related to the development, use, and scarcity of natural resources such as regulations of water.	(12)(B) evaluate the geographic and economic impact of policies related to the development, use, and scarcity of natural resources such as regulations of water.
(13) Government. The student understands the spatial characteristics of a variety of global political units. The student is expected to:	(13) Government. The student understands the spatial characteristics of a variety of global political units. The student is expected to:
(13)(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	(13)(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
(13)(B) compare maps of voting patterns and political boundaries to make inferences about the distribution of political power.	(13)(B) compare maps of voting patterns and political boundaries to make inferences about the distribution of political power.
(14)	

