

## APHG Update - Clarification from TEA on APHG and TEKS

Since the content requirements for the one-credit version of AP Human Geography will include all the Texas Essential Knowledge and Skills (TEKS) for World Geography Studies after August 24, 2015, completing both courses would constitute a duplication of credit for the same set of TEKS, which is not permitted.

However, students may still take the one-credit AP course as a substitute for World Geography Studies. Likewise, students who take World Geography Studies would still be able to take the one-half credit AP course (which will not include the TEKS for World Geography Studies) for elective credit. These students, however, would not be able to earn credit for both World Geography Studies and the one-credit AP Human Geography course. (source *Texas Alliance for Geographic Education and SBOE*)

Listed below are the TEKS that must be covered in the APHG course if it is being taken in place of the WG TEKS course that is taught over a year. The other WG TEKS are covered in the APHG curriculum so they are not listed with this information.

If the APHG course is being taught as an elective at the 11<sup>th</sup> – 12<sup>th</sup> grade the APHG curriculum is followed – there are no TEKS for the APHG course taught as an elective.

### §113.43. World Geography Studies (One Credit), Beginning with School Year 2011-2012.

(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 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; 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 evaluate relationships between past events and current conditions; and

(B) 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;

(B) describe the physical processes that affect the environments of regions, including weather, tectonic forces, erosion, and soil-building processes; and

(C) examine the physical processes that 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 and the physical processes that cause their development; and

(C) explain the influence of climate on the distribution of biomes in different regions.

(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) 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; 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

(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.

(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;