



## **To the Student:**

After your registration is complete, you may take the online Credit by Examination for W GEO 1B.

## **WHAT TO BRING**

- several sharpened No. 2 pencils
- lined notebook paper

## **ABOUT THE EXAM**

The examination for the second semester of World Geography Studies consists of 60 multiple-choice questions, 8 short-answer questions, and 7 short essays. You will need to bring some lined paper with you to the testing location to write rough drafts. You will type your final drafts into the spaces provided in the online test.

The exam is based on the Texas Essential Knowledge and Skills (TEKS) for this subject. The full list of TEKS is included in this document (it is also available online at the [Texas Education Agency website](#)). The TEKS outline specific topics covered in the exam, as well as more general areas of knowledge and levels of critical thinking. Use the TEKS to focus your study in preparation for the exam. TEKS covered in this semester are indicated by a checkmark; the exam will focus on the checkmarked TEKS, but may touch on any of the full list.

The examination will take place under supervision, and the recommended time limit is three hours. You may not use any notes or books. A percentage score from the examination will be reported to the official at your school.

A list of key concepts is included in this document to focus your studies. It is important to prepare adequately. Since questions are not taken from any one source, you can prepare by reviewing any of the state-adopted textbooks that are used at your school. The following textbook is used with our W GEO 1B course:

Boehm, R.G. (2016). *World Geography*. Bothell, WA: McGraw Hill Education. ISBN 978-0-02-145458-7

Good luck on your examination!

## W GEO 1B Key Concepts

This examination is not based on any one source. The exam tests general concepts for the second semester of World Geography Studies. The exam covers the following units of study:

- I. understand that geographers divide the world into cultural regions;
- II. describe the interrelationships of people and their environments;
- III. explain the economic importance of water, energy resources, and other natural resources to regions of the world;
- IV. analyze the effects of unequal distribution of resources on the interregional movement of products, capital, and people;
- V. describe the agricultural base and land use patterns of regions in the developing world;
- VI. examine the uses, abuses, and preservation of the natural resources of the physical environment; and
- VII. describe the physical, economical, and cultural settings of the following world regions:
  - A. Africa
  - B. Southwest Asia
  - C. South Asia
  - D. East Asia
  - E. Southeast Asia
  - F. Australia, Oceania, and Antarctica.

To prepare for this exam, be sure that you know the following locations and terms.

### Key Terms

- archipelago
- ASEAN
- atolls
- Berber
- coral reefs
- cyclones
- “economic miracle”
- escarpments
- desertification
- Farsi
- geothermal power
- global warming
- light industry
- mosque
- petrochemicals
- Pushtu
- Ring of Fire
- Silk Road

- steppe
- Swahili
- the Great Barrier Reef
- the Great Dividing Range
- the Sahel
- the Sumerians
- the Taklimakan
- Three Gorges Dam
- the Transvaal
- tsunami
- typhoons
- wadis

***Do You Know...***

1. what religions influence these regions, their basic beliefs, and who their main leaders are?
2. some of the major natural disasters affecting these regions of the world?
3. what the Bible is and how it has influenced these region?
4. the main physical features of all the regions?
5. how language has developed and spread around areas of Southeast Asia?
6. information about the Vietnam War, Korean War and Persian Gulf War?
7. the effect of imperialism on Southeast Asia?
8. about the AIDS epidemic, life expectancy, and infant mortality rates in Africa?
9. the relationship that countries in the Middle East have with oil production and sale?
10. how technology has affected agriculture?
11. what ethnic diversity means?

## Texas Essential Knowledge and Skills W GEO 1B – World Geography Studies, Second Semester

| <b>TTU: World Geography Studies (WGEO 1B) CBE, v.4.0</b>  |                     |
|---|---------------------|
| <b>TEKS: §113.40. Social Studies, High School (One-Half Credit)</b>   |                     |
| <b>TEKS Requirement (High School)</b>   | <b>TEKS Covered</b> |
| <b>§113.43. World Geography Studies (One Credit), Beginning with School Year 2011-2012.</b>   |                     |
| (a) General requirements. Students shall be awarded one unit of credit for successful completion of this course.  |                     |
| (b) Introduction.   |                     |
| (1) In World Geography Studies, students examine people, places, and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography. Students describe the influence of geography on events of the past and present with emphasis on contemporary issues. A significant portion of the course centers around the physical processes that shape patterns in the physical environment; the characteristics of major landforms, climates, and ecosystems and their interrelationships; the political, economic, and social processes that shape cultural patterns of regions; types and patterns of settlement; the distribution and movement of the world population; relationships among people, places, and environments; and the concept of region. Students analyze how location affects economic activities in different economic systems. Students identify the processes that influence political divisions of the planet and analyze how different points of view affect the development of public policies. Students compare how components of culture shape the characteristics of regions and analyze the impact of technology and human modifications on the physical environment. Students use problem-solving and decision-making skills to ask and answer geographic questions. |                     |
| (2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as contemporary and historic maps of various types, satellite-produced images, photographs, graphs, map sketches, and diagrams is encouraged.  |                     |
| (3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (c) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.  |                     |
| (4) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.  |                     |
| (5) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).   |                     |
| (6) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.   |                     |
| (7) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.   |                     |
| (A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.  |                     |
| (B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text: "We hold these Truths to be self- evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."  |                     |
| (8) Students identify and discuss how the actions of U.S. citizens and the local, state, and federal governments have either met or failed to meet the ideals espoused in the founding documents.   |                     |

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| <b>TEKS Requirement (High School)</b>   | <b>TEKS Covered</b> |
| (c) Knowledge and skills.   |                     |
| (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.  | ✓                   |
| (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 terms Human Development Index, less developed, newly industrialized, and more developed. | ✓                   |
| (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) 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;   |                     |
| (B) explain how political, economic, social, and environmental push and pull factors and physical geography affect the routes and flows of human migration;   | ✓                   |
| (C) describe trends in world population growth and distribution; and  | ✓                   |
| (D) examine benefits and challenges of globalization, including connectivity, standard of living, pandemics, and loss of local culture.   |                     |
| (8) Geography. The student understands how people, places, and environments are connected and interdependent. The student is expected to:   |                     |

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| <b>TEKS Requirement (High School)</b>   | <b>TEKS Covered</b> |
| (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; and  | ✓                   |
| (B) describe different types of regions, including formal, functional, and perceptual regions.  |                     |
| (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 free enterprise, socialist, and communist economic systems;  |                     |
| (B) classify where specific countries fall 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 examine 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.  | ✓                   |
| (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 or 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 the power to control territory and resources, create conflict/war, and impact international political relations of sovereign nations such as China, the United States, Japan, and Russia and organized nation groups such as the United Nations (UN) and the European Union (EU). | ✓                   |
| (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:  |                     |

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| <b>TEKS Requirement (High School)</b>   | <b>TEKS Covered</b> |
| (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                                 |                     |
| (B) explain how citizenship practices, public policies, and decision making may be influenced by cultural beliefs, including nationalism and patriotism.  |                     |
| (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 and customs, institutions, and technologies;  | ✓                   |
| (C) explain ways various groups of people perceive the characteristics of their own and other cultures, places, and regions differently; and  |                     |
| (D) compare life in a variety of urban and rural areas in the world to evaluate 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 major world religions, including animism, Buddhism, Christianity, Hinduism, Islam, Judaism, and Sikhism, and their spatial distribution;   | ✓                   |
| (C) compare economic, political, or social opportunities in different cultures for women, ethnic and religious minorities, and other underrepresented populations; 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, effects, and perceptions 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, U.S.-based fast-food franchises, the English language, technology, or global sports.     |                     |
| (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) examine 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.  | ✓                   |
| (21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic 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) locate places of contemporary geopolitical significance on a map; and   |                     |

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| <b>TEKS Requirement (High School)</b>   | <b>TEKS Covered</b> |
| (C) create and interpret different types of maps to answer geographic questions, infer relationships, and analyze change.   | ✓                   |
| (22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:  |                     |
| (A) design and draw 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 geographic terminology correctly;   |                     |
| (D) use standard grammar, spelling, sentence structure, and punctuation; and  |                     |
| (E) create original work using 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, in a variety of settings. 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. |                     |
| <i>Source: The provisions of this §113.43 adopted to be effective August 23, 2010, 35 TexReg 7232.</i>  |                     |