

TEACHING AND LEARNING WORLD GEOGRAPHY

TEKS 21, 22 AND 23: THE HEART OF WORLD GEOGRAPHY

Introduction:

This material provides teachers with opportunities to draw connections between subject-related and skills-related TEKS through the use of teacher-generated lessons and through participant-generated activities.

TEKS:

TEKS 1 through 20 largely pertain to subject-matter while TEKS 21 through 23 detail the skills used for achieving student expectations. The purpose of this activity is to familiarize the participants in the use of skills-based components of the TEKS.

Time:

One 60 minutes session

Strategies for Workshop Training:

1. Briefly introduce TEKS 21 through 23 by explaining that these are the skills that are used by students to meet expectations in TEKS 1 through 20. Quickly review the TEKS (See An Overview of the TEKS) or reintroduce the TEKS that were covered earlier in the day and explain that this activity will provide participants the opportunity to:
 - Draw linkages among TEKS 21 through 23 and existing geography lessons and
 - Plan and design a group research project as explained in TEKS 23.
2. Hand out a copy of TEKS 21 through 23 to each participant and ask them how these differ from the first 20 TEKS.
3. Distribute copies of a lesson or lessons and assign participants to work in groups to read the lessons looking for these key skill features and answer these questions:
 - Are critical thinking skills being used to organize and use information acquired from a variety of sources (TEKS 21). Participants should give examples.
 - Are students communicating geographic information (TEKS 22). Participants should give examples.
 - Are students using problem-solving and decision-making skills, working independently and with others, in a variety of settings (TEKS 23). Participants should give examples.
 - Do the lessons address skills TEKS 21-23?

Give participants about 15 minutes to complete this analysis.

4. Using chart paper (poster sized Post-its) or overhead transparencies and markers, have participants write/illustrate their findings and share these visuals with the other groups. What did they discover? Were any of their findings contradictory or were the groups in agreement?

5. Pose the question “*How can you help a student achieve the expectations of TEKS 23?*” Working within the same groups, assign each the task developing a group-based project based on TEKS 23 (A), (B), (C), and (D).

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Assign each group of participants to develop a scenario including the following skills:

a) Group A will address TEKS 23 (A)—plan, organize, and complete a group research project that involved asking geographic questions; acquiring, organizing, and analyzing geographic information; answering geographic questions; and communicating results.

b) Group B will address TEKS 23 (B)—use case studies and geographic information systems to identify contemporary geographic problems and issues and to apply geographic knowledge and skills to answer real-world questions.

c) Group C will address TEKS 23 (C)—use problem solving-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.

d) Group D will address TEKS 23 (D)— use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

Provide each group with chart paper or an overhead transparency to illustrate how they would help students develop an individual or group project based on TEKS 23. Provide groups with a brief period of time to share their results.

Pose the question *“Do you see any connections between TEKS 23 and other TEKS items?” Explain.*

6. To conclude, debrief with participants what they have learned.

a) What was purpose of the module?

b) Did this activity help you better understand the “skills” TEKS? How?

c) What might improve your knowledge of TEKS 21 through 23 and their uses?