

DRAFT Proposed Revisions
Texas Essential Knowledge and Skills

World History Studies

Prepared by the State Board of Education TEKS Review Committees

First Draft – July 31, 2009

These documents have been formatted for consistency and for ease of review.

Proposed additions are shown in green font with underlines and proposed deletions are shown in red font with strike throughs.

Comments in the margin provide explanations for proposed changes. The following notations were used as part of the explanations:

BSG = information added, changed or deleted based on broad strokes guidance
CRS = information added or changed to align with College Readiness Standards
ER = information added, changed or deleted based on expert reviewer feedback
MV = multiple viewpoints from within the committee

§113.33. World History Studies (One Credit).

(a) General requirements. Students shall be awarded one unit of credit for successful completion of this course.

(b) Introduction.

(1) ~~World History Studies is the only course offering students an overview of the entire history of humankind.~~ World History Studies is a survey of the history of humankind. Due to the expanse of world history and the time limitations of the school year, the scope of this course should focus on “essential” concepts and skills that can be applied to various eras, events, and people within the standards listed here. The major emphasis is on the study of significant people, events, and issues from the earliest times to the present. Traditional historical points of reference in world history are identified as students analyze important events and issues in western civilization as well as in civilizations in other parts of the world. Students evaluate the causes and effects of political and economic imperialism and of major political revolutions since the 17th century. Students examine the impact of geographic factors on major historic events and identify the historic origins of contemporary economic systems. Students analyze the process by which democratic-republican governments evolved as well as the ideas from historic documents that influenced that process. Students trace the historical development of important legal and political concepts. Students examine the history and impact of major religious and philosophical traditions. Students analyze the connections between major developments in science and technology and the growth of industrial economies, and they use the process of historical inquiry to research, interpret, and use multiple sources of evidence.

Comment [A1]: This change was made to emphasize the need to focus on *essential* content and skills.

(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 state papers, legal documents, charters and constitutions, biographies and autobiographies; ~~novels~~; speeches and letters; and ~~poetry literature, songs music, art, and architecture and artworks is encouraged~~ should be incorporated. ~~Selections may include excerpts from Hammurabi's Code.~~ Motivating resources are also available from museums, art galleries, and historical sites.

Comment [A2]: ER

Comment [A3]: Cultural changes and additions made to emphasize instructional significance of these resources.

Comment [A4]: Now covered under legal documents, charters, and constitutions.

(3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes with the history ~~strand and geography strands~~ establishing a sense of time and a sense of place. Skills, concepts, and content listed in the ~~geography and social studies skills remaining~~ strands in subsection (c) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies with emphasis on geography and government. ~~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.~~

Comment [A5]: ER-Changes were made to reflect a need for history to be the organizing principle while recognizing the importance of all strands, with a special emphasis on geography and government. Addresses recommendations by experts.

(4) A greater depth of understanding of complex content material should be obtained by integrating content and skills and by analyzing connections between and among historical periods and events. The list of events and people in this course curriculum should not be considered exhaustive. Additional examples can and should be incorporated.

Comment [A6]: CRS-The committee wanted to put greater emphasis on the student's ability to think critically about history and make connections between historical events. CRS gap analysis indicates a need to focus on historiography.

~~(4)~~ (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 (capitalist) society, and appreciate the basic democratic/republican values of our state and nations, as referenced in the Texas Education Code, §28.002(h).

Comment [A7]: ER

(c) Instruction during Celebrate Freedom Week. Each social studies class shall include, during Celebrate Freedom Week as provided under Texas Education Code, §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 United States 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 United States Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.

(1) Recitation during Celebrate Freedom Week.

(a) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subsection (c) of this section, 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."

Comment [A8]: Added due to statutory requirements

Comment [A9]: General Note on rationale for changes in the History strand:

ER-Based on expert feedback ("The TEKS must become more definitive, stipulating specific rather than general content...") and the desire from the field and the experts to bring "clarification" and "specificity" to what should be learned and assessed we reorganized the history strand for clarification and specificity.

BSG&ER-Expert reviewers also commented that there are many "SEs that seem way too big and complicated to be successfully taught or learned." These changes also address the SBOE recommendation to "ensure student expectations are concise, clear, and measurable."

(d) Knowledge and skills.

(1) History. The student understands traditional historical points of reference in world history. The student is expected to:

~~(A) identify the major eras in world history and describe their defining characteristics;~~

(A)-describe the major political, economic, social, and cultural impact of the following major eras in world history: 8000 BCE – 500 BCE (Early Human History and River Valley Civilizations) 500 BCE – 600 CE (Classical Era); 600-1450 (Post-classical Era); 1450-1750 (Connecting Hemispheres); 1750-1914 (Age of Revolutions); and 1914-present (Twentieth Century to the Present); and

~~(B) identify changes that resulted from important turning points in world history such as the development of farming; the Mongol invasions; the development of cities; the European age of exploration and colonization; the scientific and industrial revolutions;~~

We attempted to bring some specificity based on the wording of the original TEKS and to break down the broad TEKS and SEs into manageable chunks for teachers and students.

The main concepts from WH1A and WH1B were kept intact yet reorganized in a chronological format that is more consistent with textbooks and how these courses are traditionally taught.

The remaining Knowledge and Skill statements in the history strand were organized around this format and attempt to bring some specificity to these broader eras.

Comment [A10]: ER-Expert reviewers recommended establishing "the standardization of periodization and related important dates."

~~the political revolutions of the 18th, 19th, and 20th centuries; and the world wars of the 20th century;~~

(B) identify major causes and describe the major effects that resulted from the following events from 8000 BCE to 500 BCE: the development of agriculture, the development of the River Valley civilizations; and

(C) identify major causes and describe the major effects that resulted from the following events from 500 BCE to 600 CE: the development of the Classic civilizations of Greece, Rome, Persia, Maurya and Gupta India, Zhou, Qin, and Han China, and the development of major world religions; and

~~(C) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and~~

(D) identify major causes and describe the major effects of the following important turning points in world history from 600-1450: The spread of Christianity, the decline of Rome and the formation of Medieval Europe; the development of Islamic Caliphates and their impact on Asia, Africa and Europe; the Mongol invasions and its impact on Europe, China, India and southwest Asia; and

(E) identify major causes and describe the major effects that resulted from the following important turning points in world history from 1450-1750: the rise of the Ottoman empire, the influence of the Ming dynasty on world trade, European exploration and the Columbian exchange, European expansion, the Renaissance and its impact on the arts, government and intellectual thought, the Reformation, the decline of the Roman Catholic church and the creation of the protestant faith; and

(F) identify major causes and describe the major effects that resulted from the following important turning points in world history from 1750-1914: the scientific revolution, the industrial revolution and its impact on the development of modern economic systems; European imperialism, and the Enlightenment's impact on political revolutions; and

(G) identify major causes and describe the major effects that resulted from the following important turning points in world history from 1914 to the present: the world wars and their impact on political, economic and social systems; communist revolutions and their impact on the Cold War, independence movements, and globalization; and

~~(D) explain the significance of the following dates: 1066, 1215, 1492, 1789, 1914-1918, and 1939-1945.~~

(H) explain the significance of the following dates: 476, 1215, 1453, 1492, 1776, 1914-1918, 1939-1945, and September 11, 2001.

~~(2) History. The student understands how the present relates to the past. The student is expected to:~~

Comment [A11]: Subsections B through G: Revised SEs B-G are designed to bring greater specificity and clarity to the original WH1B. Based on the “traditional historical points of reference in world history” outlined in the revised WH1A. Note that all content in the original TEKS is addressed in these revised TEKS. In addition we aligned the content that was included in many of the later original SEs into these revised SEs. Expert reviewers and SBOE guidelines suggested an emphasis on American history.

Comment [A12]: Moved to skills strand to revised WH27F.

Comment [A13]: Delete 1066, Battle of Hastings as too unique to British history; deleted 1789, French Revolution, and added 1776, American Revolution/Declaration of Independence, as better representation of origin of political revolutions; added 476, fall of Western Roman Empire, and 1453, fall of Eastern Roman Empire/Constantinople, as critical turning points in global history.

ER-added September 11, 2001 per expert reviewer recommendations.

~~(A) identify elements in a contemporary situation that parallel a historical situation; and~~

~~(B) describe variables in a contemporary situation that could result in different outcomes.~~

(2) History: The student understands how early civilizations developed from 8000 BCE to 500 BCE. The student is expected to:

(A) summarize the impact of the development of farming (Neolithic Revolution) on the creation of river valley civilization.

(B) describe the characteristics of civilization.

(C) explain how major river valley civilizations influenced the development of the classic civilizations.

(3) History: The student understands the contributions and influence of classic civilizations from 500 BCE. to 600 CE on subsequent civilizations. The student is expected to:

(A) compare the political, religious/ philosophical, and cultural influences of Greece, Rome, Persia, India, China, and ancient Israel;

(B) compare the factors that led to the collapse of Rome and China

~~(3) History. The student understands how, as a result of the collapse of the Western Roman Empire, new political, economic, and social systems evolved, creating a new civilization in Western Europe. The student is expected to:~~

~~(A) compare medieval Europe with previous civilizations;~~

~~(B) describe the major characteristics of the political system of feudalism, the economic system of manorialism, and the authority exerted by the Roman Catholic Church; and~~

(4) The student understands how, after of the collapse of classic empires, new political, economic, and social systems evolved and expanded from 600-1450. The student is expected to:

(A) trace the development of Christianity as a unifying social and political factor in Medieval Europe and the Byzantine Empire; and

Comment [A14]: These SEs focus more on pedagogy/methodology than content or social studies skills. Although we hope that all teachers address this it is difficult to give examples because the “contemporary” situations could and should vary. BSG-The SBOE recommended that standards be clear, concise, and measurable and that they do not focus on methodology.

Comment [A15]: ER-Based on expert feedback (“The TEKS must become more definitive, stipulating specific rather than general content...”) and the desire from the both the experts and the field to bring “clarification” and “specificity” to what should be learned and assessed, the writing team has reorganized these Knowledge and Skill statements and Student Expectations into what we hope is a more consistent format and with a more chronological and specific approach. This addresses specific content for revised WH 1B.

Comment [A16]: Content from the original WH13A.

Comment [A17]: The original TEKS did not address this basic concept which is important for students to grasp if we desire comparative study across geographic regions and time.

Comment [A18]: Content from original WH12A.

Comment [A19]: BSG&ER-The changes in revised WH3 address the SBOE recommendation to “ensure student expectations are concise, clear, and measurable” and address expert recommendations for clarity and specificity. This addresses specific content for revised WH1C.

Comment [A20]: Comment for all of original WH3: This TEK will be addressed in the revised WH4 and WH5.

The Roman Catholic Church is addressed in revised WH 1E.

Comment [A21]: BSG&ER-These changes address the SBOE recommendation to “ensure student expectations are concise, clear, and measurable” and address expert recommendations for clarity and specificity. This addresses specific content for revised WH1D.

Comment [A22]: Christianity was added as a focal point because of its impact on political, economic, and social factors in Europe and Western Asia.

(B) describe the major characteristics of, and the factors contributing to the development of the political/social system of feudalism and the economic system of manorialism; and

(C) trace the development of Islam as unifying political, economic, and social factors in Europe, Asia, and Northern and Eastern Africa; and

(D) analyze how the Crusades, the Black Death, the Hundred year's war and the Great Schism contributed to the end of Feudalism in Europe; and

(E) summarize the major political, economic, and cultural developments in Tang and Song China and their impact on eastern Asia; and

(E) analyze and explain the development of the slave trade within Africa; and

(F) explain how the Silk Road and the African gold-salt trade facilitated the spread of ideas and trade; and

(G) summarize the changes brought about by the Mongol invasions of Russia, China, and the Islamic world.

~~(4)~~ (5) History. The student understands the influence characteristics and impact of the European Renaissance and the Reformation eras from 1450 to 1750. The student is expected to:

~~(A) identify the causes and characteristics of the European Renaissance and the Reformation eras; and~~

(A) identify how the Crusades contributed to the development of the European Renaissance; and

~~(B) identify summarize the major characteristics and effects of the European Renaissance and the Reformation eras.~~

~~(5) History. The student understands causes and effects of European expansion beginning in the 16th century. The student is expected to:~~

~~(A) identify causes of European expansion beginning in the 16th century; and~~

~~(B) explain the political, economic, cultural, and technological influences of European expansion on both Europeans and non-Europeans, beginning in the 16th century.~~

(6) History. The student understands the causes and impact of European expansion from 1450-1750 and its impact on native cultures. The student is expected to:

Comment [A23]:
ER-Added as a suggestion by an expert reviewer and requests from the file ... [1]

Comment [A24]: The SE was revised to give focus to the "impact" of the Crusades and other events of this era. How the Crusades contributed to the development of the European Renaissance is addressed in revised 5A.

Comment [A26]: Establishes context for the Atlantic slave trade.

Comment [A25]: BSG&ER-These changes address the SBOE recommendation to "ensure student expectations are concise, clear, and measurable" and address expert recommendations for clarity and specificity. Replaces the original WH6A and WH6C.

Comment [A27]: BSG&ER-These changes address the SBOE recommendation to "ensure student expectations are concise, clear, and measurable" and address expert recommendations for clarity and specificity. Replaces the original WH6C.

Comment [A28]: The revised WH5 clarifies the original WH4.

Comment [A29]: CRS-Linking to the Crusades shows causation historiography) per CRS gap analysis.

Comment [A30]: The technological influences are covered in the science, technology, and society strand. See revised WH23B.

Comment [A31]: The revised WH6 addresses more specific content of the individual era identified in the revised WH1D.

(A) analyze causes of European expansion from 1450-1750; and

Comment [A32]: ER-Addresses expert recommendations to include motivations for European exploration.

(B) compare the major political, economic, social, and cultural developments of the Maya, Inca and Aztecs, and how prior civilizations influenced their development; and

Comment [A33]: Clarified the revised WH6B.

(C) describe how the Inca and Aztec empires were impacted by European exploration/colonization; and

(D) analyze the impact of the Columbian exchange on the Americas and on Europe; and

Comment [A34]: The original WH6B is now addressed in the revised WH6B. The revised WH 6D addresses specificity missing in the original WH7B.

(E) analyze the impact of the Atlantic Slave trade on West Africa and the Americas; and

Comment [A35]: The revised WH 6E addresses specificity missing in the original WH7B.

(F) describe the impact of the Ottoman empire on eastern Europe and global trade; and

Comment [A36]: Clarifies content from the original WH7A.

(G) describe Ming China’s impact on global trade.

Comment [A37]: CRS-The revised WH6G is an attempt to be consistent with the globalization of curriculum and clarifies and specifies the original WH6C.

~~(6) History. The student understands the major developments of civilizations of sub-Saharan Africa, Mesoamerica, Andean South America, and Asia. The student is expected to:~~

~~(A) summarize the major political and cultural developments of the civilizations of sub-Saharan Africa;~~

~~(B) summarize the major political, economic, and cultural developments of civilizations in Mesoamerica and Andean South America; and~~

~~(C) summarize the major political, economic, and cultural developments of civilizations in China, India, and Japan.~~

Comment [A38]: ER-TEK considered too broad by experts. It is now addressed more specifically in WH4 and revised WH6.

Comment [A39]: The original WH 7 is now addressed in WH 5C and in the revised WH 6.

~~(7) History. The student understands the impact of political and economic imperialism throughout history. The student is expected to:~~

Comment [A40]: BSG&ER-The revised WH7 addresses the SBOE recommendation to “ensure student expectations are concise, clear, and measurable” and address expert recommendations for clarity and specificity. This addresses specific content for revised WH1F.

(7) History. The student understands the causes and the global impact of the industrial revolution and European imperialism from 1750-1914. The student is expected to:

~~(A) analyze examples of major empires of the world such as the Aztec, British, Chinese, French, Japanese, Mongol, and Ottoman empires; and~~

Comment [A41]: Although imperialism existed well before 1750, it is the imperialism of this era (1750-1914) that most greatly impacted the events of the 20th century and therefore is our suggested focus. These examples of empires have been moved to the appropriate historical contexts addressed in the 1450 to 1750 time period.

(A) summarize how seventeenth and eighteenth century European scientific advancements led to the industrial revolution; and

~~(B) summarize effects of imperialism on selected societies.~~

Comment [A42]: Although impact of specific inventions is addressed in the science and technology strand, the intent here is to look at all of these as a whole and how they impacted major events.

(B) summarize how the industrial revolution led to political, economic, and social changes in Europe; and

Comment [A43]: This comment relates to the revised WH7B and WH7C. The SE addresses content components of the original WH1A and WH24A.

(C) identify the major political, economic, and social motivations which influenced European imperialism; and

Comment [A44]: Revision to emphasize characteristics and impact.

(D) identify the characteristics and describe the major impact of European imperialism.

~~(8) History. The student understands causes and effects of major political revolutions since the 17th century. The student is expected to:~~

(8) History. The student understands the causes and effects of major political revolutions between 1750-1914. The student is expected to:

Comment [A45]: This TEKS addresses more specific content of the individual era identified in the revised WH1E.

~~(A) identify causes and evaluate effects of major political revolutions since the 17th century, including the English, American, French, and Russian revolutions;~~

Comment [A46]: The Russian Revolution is addressed in the revised WH9C.

(A) compare the causes and the impact of the American, French, and Latin American revolutions focusing on the ideas of the Enlightenment and the Glorious Revolution; and

Comment [A47]: CRS&ER-Clarifies and adds comparison to the original WH8A per CRS GAP analysis (historiography). Addresses expert recommendations to add the influence of religion. (see Glorious Revolution)

(B) describe the impact of Napoleon and the Napoleonic Wars on Europe and Latin America; and

Comment [A48]: This is a building block that helps teachers make global connections for their students.

~~(C) (B) summarize the ideas from the English, American, French, and Russian revolutions concerning~~ identify the influence of the following ideas on political revolutions: separation of powers, checks and balances, liberty, equality, democracy, popular sovereignty, human rights, constitutionalism, and nationalism; and

Comment [A49]: ER-Revision emphasizes the influence of American ideas and addresses significance as recommended by expert reviewers.

~~(C) evaluate how the American Revolution differed from the French and Russian revolutions, including its long-term impact on political developments around the world; and~~

Comment [A50]: For comparisons see revised WH8A. For Russian Revolution see revised WH9C.

~~(D) summarize the significant events related to the spread and fall of communism, including worldwide political and economic effects.~~

Comment [A51]: For the spread and fall of communism see revised WH9D, WH11A, WH12B, WH12C, and WH12D.

~~(9) History. The student understands the impact of totalitarianism in the 20th century. The student is expected to:~~

(9) History. The student understands the causes and impact of World War I. The student is expected to:

Comment [A52]: BSG&ER-The revised WH9 addresses the SBOE recommendation to “ensure student expectations are concise, clear, and measurable” and address expert recommendations for clarity and specificity. This addresses specific content for revised WH1G.

~~(A) identify and explain causes and effects of World Wars I and II, including the rise of nazism/ fascism in Germany, Italy, and Japan; the rise of communism in the Soviet Union; and the Cold War; and~~

Comment [A53]: For totalitarianism see revised WH11A. For Cold War see revised WH 12.

(A) describe the importance of imperialism, nationalism, militarism, and the alliance system, in causing World War I; and

~~(B) analyze the nature of totalitarian regimes in China, Nazi Germany, and the Soviet Union.~~

Comment [A54]: For totalitarianism, Germany, and the Soviet Union see revised WH11A. For China see revised WH12C.

(B) identify and explain the following major characteristics of World War I: total war, trench warfare, impact of modern warfare technology, high casualty rates; and

(C) explain the political impact of Woodrow Wilson’s Fourteen Points and the political and economic impact of Treaty of Versailles; and

Comment [A55]: The revised WH9B and WH9C further clarify the original WH9A.

(D) explain the causes of the February and October Revolutions of 1917 in Russia, their effects on the outcome of World War I, and the Bolsheviks establishment of the Union of Soviet Socialist Republics.

Comment [A56]: The revised WH9D addresses more specific content of the individual era identified in the revised WH1G.

(10) History. The student understands the causes and impact of the global economic depression of the 1930’s. The student is expected to:

Comment [A57]: The revised WH10A and WH10B further clarifies original WH9.

(A) summarize the international political and economic causes of the global depression of the 1930’s; and

(B) explain the response of governments in the U.S., Germany, and the Soviet Union to the global depression of the 1930’s.

Comment [A58]: These three nations were chosen as representative examples of responses to the global depression.

(11) History. The student understands the causes and impact of World War II. The student is expected to:

Comment [A59]: The revised WH11 further clarifies original WH9.

(A) describe the emergence and characteristics of totalitarianism; and

(B) understand the roles of Benito Mussolini, Adolf Hitler, Hideki Tojo, Joseph Stalin, Franklin Roosevelt, and Winston Churchill prior to and during WWII; and

(C) identify and explain the following major causes and events of World War II: the German invasions of Poland and the Soviet Union, the Holocaust, Japanese expansion, the attack on Pearl Harbor, the Normandy landings, and the dropping of the atomic bombs.

Comment [A60]: ER-Expert recommendation as well as key figures from original WH10.

The list of events and people in this course curriculum should not be considered exhaustive. Additional examples can and should be incorporated.

Comment [A61]: The revised WH11C further clarifies original WH9.

The list of events and people in this course curriculum should not be considered exhaustive. Additional examples can and should be incorporated.

(12) History. The student understands the impact of major events associated with the Cold War and Decolonization. The student is expected to:

Comment [A62]: The revised WH12 further clarifies the original WH9.

(A) summarize how the outcome of WWII contributed to the development of the Cold War; and

(B) summarize the factors that contributed to Communism in China, Mao Zedong’s role in its rise and how it differed from Soviet communism; and

(C) describe the following major events of the Cold War: Korea, Vietnam, and the arms race; and

(D) describe the roles of Ronald Reagan, Mikhail Gorbachev, Lech Walesa and Pope John Paul II in the collapse of communism in Eastern Europe and the Soviet Union; and

(E) compare the rise of the independence movements in Africa, the Middle East, and South Asia.

(13) History. The student understands the impact of the rise of Islamic fundamentalism and terrorism and the ongoing conflict between the Palestinians and the Israelis in the second half of the twentieth century. The student is expected to:

(A) explain the rise of Islamic fundamentalism in the second half of the twentieth century; and

(B) explain the origins and global consequences of the Israeli-Palestinian conflict; and

(C) explain the global response to terrorism from September 11, 2001 to the present.

~~(10) History. The student understands the influence of significant individuals of the 20th century. The student is expected to:~~

~~(A) analyze the influence of significant individuals such as Winston Churchill, Adolf Hitler, Vladimir Lenin, Mao Zedong, and Woodrow Wilson on political events of the 20th century; and~~

~~(B) analyze the influence of significant social and/or religious leaders such as Mohandas Gandhi, Pope John Paul II, Mother Theresa, and Desmond Tutu on events of the 20th century.~~

~~(11) (14) Geography. The student uses geographic skills and tools to collect, analyze, and interpret data. The student is expected to:~~

~~(A) create thematic maps, graphs, charts, models, and databases representing various aspects of world history; and~~

(A) create and interpret thematic maps, graphs, and charts to demonstrate the relationship between geography and the historical development of a region or nation; and

(B) pose and answer questions about geographic distributions and patterns in world history shown on maps, graphs, charts, and models.

~~(12) (15) Geography. The student understands the impact of geographic factors on major historic events and processes. The student is expected to:~~

Comment [A63]: ER-Expert recommendation as well as key figures from original WH10. Gorbachev's policies are essential to any discussion of the fall of communism. Lech Walesa and Pope John Paul II's role in resisting communism in Poland became a model for eastern Europe.

The list of events and people in this course curriculum should not be considered exhaustive. Additional examples can and should be incorporated.

Comment [A64]: BSG-The revised WH13 was added to address the need for student understandings concerning current issues facing the U. S. in a global context.

Comment [A65]: Significant individuals of the 20th century have been place in the SE related to the events which they shaped. See revised WH9B, WH11B, and WH12B.

Comment [A66]: Lenin should be addressed in the revised WH9D.

Comment [A67]: Instead of listing these particular social and or religious leaders, the committee chose to focus on their associated events not their personalities. This leaves the teacher the freedom to choose relevant examples from a variety of cultures. Pope John Paul II is addressed in the revised WH12D. Mohandas Gandhi is addressed in the revised WH21D.

Comment [A68]: Clarifies the relationship between geography and world history.

Comment [A69]: Reflects current technology usage

Comment [A70]: CRS-This allows for a focus on connections across historical time periods as well a singular events. Strengthens historiography per Gap Analysis.

~~(A) locate places and regions of historical significance such as the Indus, Nile, Tigris and Euphrates, and Yellow (Huang He) river valleys and describe their physical and human characteristics;~~

(A) locate places and regions of historical significance directly related to major eras and turning points in world history; and

Comment [A71]: BSG&ER-More focus on locating places of historical significance and countries per expert reviewers and SBOE.

~~(B) analyze the effects of physical and human geographic factors on major events in world history such as the effects of the opening of the Suez Canal on world trade patterns; and~~

(B) analyze the influence of geography on the following: river valley civilizations, trade in the Indian Ocean, and the opening of the Panama and Suez Canals; and

Comment [A72]: Items illustrate the influence of geography in shaping history in various eras. Additional examples can and should be incorporated.

~~(C) interpret historical and contemporary maps to identify and explain geographic factors such as control of the Straits of Hormuz that have influenced people and events in the past.~~

(C) interpret maps, charts, and graphs to explain how geography has influenced people and events in the past.

Comment [A73]: Clarification of original WH12C.

~~(13) Economics. The student understands the impact of the Neolithic agricultural revolution on humanity and the development of the first civilizations. The student is expected to:~~

(16) Economics. The student understands the impact of the Neolithic and Industrial revolutions and globalization on humanity. The student is expected to:

Comment [A74]: BSG&ER-These changes address the SBOE recommendation to “ensure student expectations are concise, clear, and measurable” and address expert recommendations for clarity and specificity. This addresses specific content for revised WH2 and the original WH13.

(A) identify important changes in human life caused by the Neolithic revolution and the Industrial Revolution; and

~~(B) explain economic, social, and geographic factors that led to the development of the first civilizations.~~

Comment [A75]: Addressed in the revised WH2A, WH16A, and WH16B.

(B) analyze the role of economics in driving political changes as related to the Neolithic Revolution and the Industrial Revolution; and

(C) analyze the economic and social impact of 20th century globalization.

Comment [A76]: BSG&ER-Added emphasis on modern global interactions per expert and SBOE recommendations.

~~(14) (17) Economics. The student understands the historic origins of contemporary economic systems. The student is expected to:~~

~~(A) identify the historic origins of the economic systems of capitalism and socialism;~~

Comment [A77]: Clarified in revised WH17A

(A) identify the historic origins and characteristics of capitalism (free enterprise system), socialism, and communism, emphasizing the contributions of Adam Smith and Karl Marx; and

Comment [A78]: The committee feels that an understanding of the origins of capitalism and communism should include a discussion of Adam Smith and Karl Marx.

(B) identify the historic origins of the political and economic system of communism; and

(B) compare and contrast the political and economic impact of capitalism (free enterprise system) on western Europe and communism on eastern Europe.

Comment [A79]: The revised SE elaborates on and clarifies the economic impact of the Cold War as specified in revised WH1G and original WH14B.

~~(C) compare the relationships between and among contemporary countries with differing economic systems.~~

Comment [A80]: The committee felt that this SE lacked clarity and specificity and thus makes it difficult to measure. This SE is partially addressed in the revised WH17B.

~~(15) Government. The student understands the historical antecedents of contemporary political systems. The student is expected to:~~

(18) Government. The student understands the characteristics of major political systems throughout history.

~~(A) explain the impact of parliamentary and constitutional systems of government on significant world political developments;~~

Comment [A81]: Addressed in revised WH 19B.

(A) explain the characteristics of monarchies and theocracies as forms of government in early civilizations; and

Comment [A82]: BSG-The revised WH18 makes the SE clear, concise, and measurable.

~~(B) define and give examples of different political systems, past and present;~~

Comment [A83]: BSG-Defined in the revised WH18B for clarity.

(B) compare the characteristics of the following political systems: theocracy, absolute monarchy, republic, oligarchy, limited monarchy, totalitarianism.

~~(C) explain the impact of American political ideas on significant world political developments; and~~

Comment [A84]: Addressed in revised WH8A and B and the revised WH19.

~~(D) apply knowledge of political systems to make decisions about contemporary issues and events.~~

Comment [A85]: BSG-This SE is not clear, concise, or measurable and is prone to subjective decision making.

~~(16) Government. The student understands the process by which democratic-republican government evolved. The student is expected to:~~

Comment [A86]: BSG-Clarified in the revised WH18 and the revised WH19

(19) Government. The student understands how contemporary political systems have developed from earlier systems of government. The student is expected to:

(A) trace the process by which democratic-republican government evolved from its beginnings in the Hebrew legal tradition, classical Greece and Rome, through developments in England, and continuing with the Enlightenment; and

Comment [A87]: ER-Hebrew legal tradition is added per expert reviewer recommendation.

(B) identify the impact of political and legal ideas contained in the following significant historic documents; ~~including~~ Hammurabi's Code, the Hebrew Ten Commandments, Justinian's Code of Laws, the Magna Carta, English Bill of Rights, John Locke's Two Treatises of Government, the Declaration of Independence, the U.S. Constitution, and the Declaration of the Rights of Man and of the Citizen; and

Comment [A88]: BSG&ER- Additions have been made per expert and SBOE recommendations. The Hebrew Ten Commandments were added to exemplify egalitarian legal traditions. The English Bill of Rights was added to provide context for the American Declaration of Independence and Constitution. The Declaration of the Rights of Man was added due to its significance in contemporary international law.

(C) explain the impact of Enlightenment ideas from John Locke, Thomas Hobbes, Voltaire, Baron de Montesquieu, and Jean Jacques Rousseau, and Thomas Jefferson on political revolutions from 1750-present; and

(D) explain the origins and the impact of twentieth century international governing bodies: the League of Nations and the United Nations.

The list of documents, events and people in this course curriculum should not be considered exhaustive. Additional examples can and should be incorporated.

~~(17)~~ (20) Citizenship. The student understands the significance of political choices and decisions made by individuals, groups, and nations throughout history. The student is expected to:

Comment [A89]: BSG-The revised WH19C provides the context for the importance of the revised WH19B. WH19C further clarifies WH8.

~~-(A) evaluate political choices and decisions that individuals, groups, and nations have made in the past, taking into account historical context, and apply this knowledge to the analysis of choices and decisions faced by contemporary societies; and~~

The list of events and people in this course curriculum should not be considered exhaustive. Additional examples can and should be incorporated.

(A) describe how people in the past have participated in supporting or changing their government; and

Comment [A90]: BSG-The committee thinks the inclusion of international governing bodies is important to understand contemporary issues. This SE is supported by legal documents listed in WH19B.

(B) describe the ~~different roles~~ rights and responsibilities of citizens and noncitizens in ~~historical cultures, especially as the roles pertain to~~ civic participation throughout history.

Comment [A91]: BSG-This SE is not clear, concise or easily measurable.

Comment [A92]: BSG-Clarifies and makes the original WH17A more concise WH17A.

~~(18)~~ (21) Citizenship. The student understands the historical development of significant legal and political concepts related to the rights and responsibilities of citizenship, ~~including ideas about rights, republicanism, constitutionalism, and democracy~~. The student is expected to:

Comment [A93]: BSG&ER- Addresses recommendations of expert reviewers and SBOE.

Comment [A94]: BSG-Clarification of original WH18.

(A) trace the historical development of the rule of law ~~and rights and responsibilities, beginning in the ancient world and continuing to the beginning of the first modern constitutional republics;~~ from ancient to modern times; and

Comment [A95]: BSG-Rights and responsibilities are addressed in the revised WH20B.

~~-(B) summarize the worldwide influence of ideas concerning rights and responsibilities that originated from Greco-Roman and Judeo-Christian ideals in Western civilization such as equality before the law;~~

(B) identify the influence of ideas concerning the right to a jury trial, innocent until proven guilty, and equality before the law that originated from Hebrew legal tradition, and in Greece, and Rome; and

Comment [A96]: BSG-Clarification of the original WH18B.

(C) identify examples of, ~~political, economic, and social~~ oppression, and violations of human rights, ~~throughout history: including slavery, the Holocaust other examples of genocide, and politically-motivated mass murders in Cambodia, China, and the Soviet Union~~ throughout history, such as violations of human rights in South Africa under apartheid, genocide in Armenia, the Balkans and Rwanda, politically motivated mass murders in Cambodia, China, Latin America and the Soviet Union;

Comment [A97]: Changes address the deletion of specific individuals as listed in original WH 10B.

The list of events and people in this course curriculum should not be considered exhaustive. Additional examples can and should be incorporated.

(D) Identify examples and citizens resistance to political oppression and violation of human rights such as Nelson Mandela, Mohandas Gandhi, Oscar Romero, and Chinese student protestors in Tiananmen Square; and

Comment [A98]: In the citizenship strand examples of citizen resistance to oppression are appropriate.

The list of events and people in this course curriculum should not be considered exhaustive. Additional examples can and should be incorporated.

~~(D) assess the degree to which human rights and democratic ideals and practices have been advanced throughout the world during the 20th century.~~

(E) ~~(D)~~ assess the degree to which American ideals have advanced human rights and democratic ideas throughout the world

Comment [A99]: ER-Clarified per expert reviewer recommendation.

~~(19)~~ (22) Culture. The student understands the history and relevance of major religious and philosophical traditions. The student is expected to:

(A) compare the historical origins, central ideas, and the spread of major religious and philosophical traditions including Buddhism, Christianity, Confucianism, Hinduism, Islam, and Judaism; and

(B) identify examples of religious influence ~~in historic and contemporary world events:~~ on various events referenced in the major eras of world history

Comment [A100]: BSG-Specify and clarifies original WH19B recommended by SBOE.

~~(20)~~ Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:

~~(A) identify significant examples of art and architecture that demonstrate an artistic ideal or visual principle from selected cultures;~~

~~(B) analyze examples of how art, architecture, literature, music, and drama reflect the history of cultures in which they are produced; and~~

~~(C) identify examples of art, music, and literature that transcend the cultures in which they were created and convey universal themes;~~

Comment [A101]: ER-The original WH20 has been deleted per expert recommendation to focus on legal documents as the foundation of study. Importance of art, architecture, literature, and music has been added to the introduction.

~~(21)~~ (23) Culture. The student understands the roles of women, ~~children, and families~~ in different historical cultures. The student is expected to:

(A) analyze the ~~specific~~ changing roles of women, ~~children, and families in~~ during major eras of world history ~~different historical cultures~~; and

(B) describe the ~~political, economic, and cultural~~ major influences of women ~~in different historical cultures~~. during major eras of world history.

Comment [A102]: The committee chose to the focus on the role of women as representative of families and children.

~~(22)~~ (24) Culture. The student understands how the development of ideas has influenced institutions and societies. The student is expected to:

(A) ~~summarize~~ explain the fundamental ideas and institutions of Eastern civilizations that originated in China and India: Buddhism, Hinduism, Mandate of Heaven, Confucianism, Daoism, and Legalism; and |

Comment [A103]: BSG-Clarifies the original WH22A by adding specificity

~~(B) summarize the fundamental ideas and institutions of Western civilization that originated in Greece and Rome; and~~ |

Comment [A104]: Addressed in the revised WH19A, revised WH21, and revised WH24C.

~~(C) analyze how ideas such as Judeo-Christian ethics and the rise of secularism and individualism in Western civilization, beginning with the Enlightenment, have influenced institutions and societies.~~

(B) analyze how Judeo-Christian ethics, individualism and growing secularism that began with the Renaissance, have influenced institutions and societies; and |

Comment [A105]: BSG&ER-Clarifies the original WH22C. Addresses expert reviewer recommendations.

(C) explain how Islam influences law and government in the Muslim world. |

Comment [A106]: BSG&ER-Clarification and specification of the original WH22 and recommendation from expert reviewer.

~~(23)~~ (25) Science, technology, and society. The student understands how major scientific and mathematical discoveries and technological innovations have affected societies ~~throughout history~~ prior to 1750. The student is expected to:

Comment [A107]: BSG-Clarifies the revised WH25 to appropriate time period.

~~(A) give examples of major mathematical and scientific discoveries and technological innovations that occurred at different periods in history and describe the changes produced by these discoveries and innovations;~~ |

Comment [A108]: BSG&ER-This SE does not meet the SBOE and expert recommendations for a concise clear and measurable curriculum.

(A) identify major ideas in mathematics, science, and technology that occurred in classical Greece and Rome, classical India, the Islamic Caliphates between 700-1200 CE, and China from the Tang to Ming dynasties, and trace the spread of these ideas to other civilizations; and |

Comment [A109]: BSG&ER-These changes address the SBOE recommendation to “ensure student expectations are concise, clear, and measurable” and address expert recommendations for clarity and specificity. This revised SE replaces the original 23B.

~~(B) identify new ideas in mathematics, science, and technology that occurred during the Greco-Roman, Indian, Islamic, and Chinese civilizations and trace the spread of these ideas to other civilizations;~~

~~(E)~~ (B) summarize the major ideas in astronomy, mathematics, and architectural engineering that developed in ~~Mesoamerica and Andean South America~~; the Mayan, Aztec, and Incan civilizations; and |

Comment [A110]: BSG-Adds specificity to WH25B.

(C) identify the impact of the printing press on the development of the Renaissance and the spread of the Reformation in Europe; and |

Comment [A111]: ER-Expert reviewer recommendation.

(D) describe the origins of the scientific revolution in 16th-century Europe and explain its impact on scientific thinking worldwide; ~~and~~ .

~~(E) identify the contributions of significant scientists such as Archimedes, Copernicus, Eratosthenes, Galileo, and Pythagorus~~ |

Comment [A112]: The committee felt that these individuals would be taught under the revised WH 25A and WH 25D.

~~(24)~~ (26) Science, technology, and society. The student understands how major scientific and mathematical discoveries and technological innovations have affected societies from 1750 to the present. ~~connections between major developments in science and technology and the growth of industrial economies and societies in the 18th, 19th, and 20th centuries~~. The student is expected to: |

Comment [A113]: BSG&ER-The revised WH26 addresses the SBOE recommendation to “ensure student expectations are concise, clear, and measurable” and address expert recommendations for clarity and specificity.

~~(A) explain the causes of industrialization and evaluate both short-term and long-term impact on societies~~; |

Comment [A114]: The original WH24A is addressed in the revised WH7B.

(A) explain the role of textile manufacturing, the factory system, steam technology, and transport technology in initiating and advancing the Industrial Revolution; and |

Comment [A115]: Focuses on technology as originally intended in the science and technology strand

~~(B) describe the connection between scientific discoveries and technological innovations and new patterns of social and cultural life in the 20th century, such as developments in transportation and communication that affected social mobility~~; and |

Comment [A116]: BSG-The original WH24B is further clarified in revised WH26B, WH26C, and WH26D.

(B) explain the role of military technology, transportation technology, communication technology, and medical advancements in initiating and advancing nineteenth century Imperialism; and |

(C) explain the effects of major new military technologies on World War I, World War II, and the Cold War; and |

(D) explain the role of telecommunication technology, computer technology, transport technology, and medical advancements in developing the modern global economy and society. |

Comment [A117]: BSG&ER-The changes in the revised WH26B-D address the SBOE recommendation to “ensure student expectations are concise, clear, and measurable” and address expert recommendations for clarity and specificity.

~~(C) identify the contributions of significant scientists and inventors such as Robert Boyle, Marie Curie, Thomas Edison, Albert Einstein, Robert Fulton, Sir Isaac Newton, Louis Pasteur, and James Watt~~. |

Comment [A118]: The committee felt that these individuals would be taught under the revised WH 25A, WH 25D, the revised WH26.

~~(25)~~ (27) Social studies skills. The student applies critical-thinking skills to organize and use information ~~acquired~~ from a variety of sources ~~including electronic technology~~. The student is expected to:

Comment [A119]: Deleted outdated terminology.

(A) identify ~~ways~~ methods used by archaeologists, anthropologists, historians, and geographers to analyze ~~limited~~ evidence;

Comment [A120]: BSG-Revised for clarity.

~~(B) (D) explain and apply different methods~~ understand that historians, when examining sources, analyze frame of reference, historical context, and point of view to interpret historical events; the past, including the use of primary and secondary sources, points of view, frames of reference, and historical context;

Comment [A121]: CRS-Students as consumers of information need to understand that history is often presented from differing points of view. Historiography aligned to CRS-GAP Analysis.

~~(C) (B) locate and use~~ differentiate between and examine primary and secondary sources analyzing using frame of reference, historical context, and point of view; such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information;

Comment [A122]: ER-Clarify the purpose of use of primary and secondary sources. The committee did not want to limit which types of sources should be used. "Differentiate between" addresses expert reviewer recommendation.

~~(D) (F)~~ evaluate the validity of a source based on language, corroboration with other sources, and information about the author;

Comment [A123]: ER-Addresses expert recommendation for prioritizing sources.

~~(E) (G)~~ identify bias in written, oral, and visual material;

~~(F) (C)~~ analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions, and developing connections between historical events over time;

Comment [A124]: CRS- Historiography and alignment to CRS-GAP analysis. Also addresses the original WHIC.

~~(D) explain and apply different methods that historians use to interpret the past, including the use of primary and secondary sources, points of view, frames of reference, and historical context;~~

Comment [A125]: Replaced as revised WH27B.

~~(E) use the process of historical inquiry to research, interpret, and use multiple sources of evidence;~~

Comment [A126]: BSG-Moved to and clarified in WH 27C and WH27F.

~~(F) evaluate the validity of a source based on language, corroboration with other sources, and information about the author;~~

Comment [A127]: Moved to revised WH27D

~~(G) identify bias in written, oral, and visual material;~~

Comment [A128]: Moved to revised WH27E.

~~(G) (H) construct a thesis supported by evidence on a social studies issue or event; support a point of view on a social studies issue or event;~~

Comment [A129]: CRS-Point of view is addressed in the revised WH27B and WH 27C. Thesis construction addresses CRS GAP Analysis.

~~(H) (F)~~ use appropriate reading and mathematical skills to interpret social studies information such as maps and graphs.

Comment [A130]: Use of multiple skills is necessary for student mastery when interpreting of maps and graphs.

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

- (A) use social studies terminology correctly;
- (B) use standard grammar, spelling, sentence structure, and punctuation;
- (C) interpret and create ~~databases, research outlines, bibliographies, and visuals including graphs, charts, timelines, and maps; and~~ written, oral, and visual presentations of social studies information; and
- (D) transfer information from one form ~~medium~~ to another including written to visual and statistical to written or visual, using computer software as appropriate.

Comment [A131]: More all encompassing and allows for greater teacher discretion and student creativity.

Comment [A132]: Simplification and updating of terminology allows for greater teacher discretion and student creativity.

(27) 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) use a problem-solving process 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; and
- (B) 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.

DRAFT

ER-Added as a suggestion by an expert reviewer and requests from the field.

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