

DRAFT Proposed Revisions
Texas Essential Knowledge and Skills

World History Studies

Prepared by the State Board of Education TEKS Review Committees

October 17, 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
IF = information added, changed or deleted based on informal 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) The following periodization should serve as the organizational framework for the organization of this course: 8000 BCE – 500 BCE (Development of 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). Specific events and processes may transcend these chronological boundaries.

Comment [A2]: SBOE-Committee feels adherence to modern discipline nomenclature needs to be in Texas state standards.

~~(3) 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 [A3]: ER

Comment [A4]: Cultural changes and additions made to emphasize instructional significance of these resources. The committee agrees that these are important aspects of teaching and learning WH yet they are not easily measurable and it is difficult to create a clear and concise SE.

Comment [A5]: Now covered under legal documents, charters, and constitutions

(4) 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.~~

(5) 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.

(6) 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).

(7) State and federal laws mandate a variety of celebrations and observances including 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.

Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subsection (a) 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 [A6]: 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

Comment [A7]: 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.

Comment [A8]: ER

(c) 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;~~

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

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

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

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

(C) 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;

(D) 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 the Reformation;

(E) 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

(F) 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.

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 the history strand for clarification and specificity was reorganized. 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." The committee 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."

Comment [A11]: BSG-Subsections (B) through (G): Revised SEs (B-G) are designed to bring greater specificity and clarity to the original WH 1(B). Based on the "traditional historical points of reference in world history" outlined in the revised WH 1(A). Note that all content in the original TEKS is addressed in these revised TEKS. In addition the content was aligned 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]: SBOE-The suggested insertion of adding monotheism is currently addressed in 22(A). The committee believes the focus should be on the affects and significance of the development of monotheism. Committee understands that Abrahamic monotheism predates the classical period, yet its impact becomes most significant beginning in the classical period.

Comment [A13]: SBOE-Request to include Christianity has been addressed in 22(A) and 3(A).

Comment [A14]: Moved to skills strand to revised WH 27(F)

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

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

~~(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) identify the characteristics of civilization; and

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

~~(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~~

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

(A) describe the major political, religious/philosophical, and cultural influences of Persia, India, China, Israel, Greece and Rome, including the development of Christianity;

(B) explain the impact of the fall of Rome on western Europe; and

(C) compare the factors that led to the collapse of Rome and Han China.

1215-19(B); 1492-1(E); 1789-8(A); 1914-1918-1(G) and 9(A-D); 1939-1945-11(A-C); Delete 1066, Battle of Hastings as too unique to British history. The committee agrees that the Norman invasion of England is important to English history; however 1066 is not essential to understanding Anglo-American legal tradition, which is addressed in 19(A-B).

Comment [A16]: 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 [A17]: SBOE-Request to add development of monotheism has been addressed in revised 22(A).

Comment [A18]: ER-Based on expert feedback ("The TEKS must become more definitive, stipulating specific rather than general content...") and the desire from 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 is hoped to be a more consistent format and with a more chronological and specific approach. This addresses specific content for revised WH 1(B).

Comment [A19]: Content from the original WH 13(A).

Comment [A20]: The original TEKS did not address this basic concept which is important for students to grasp if the desire is a comparative study across geographic regions and time.

Comment [A21]: Content from original WH 12(A).

Comment [A22]: Comment for all of original WH 3: This TEKS will be addressed in the revised WH 4 and WH 5. The Roman Catholic Church is addressed in revised WH 1(E).

Comment [A23]: BSG&ER-The changes in revised WH 3 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 WH 1(C).

Comment [A24]: SBOE-Deletion of "ancient" from July revision to address SBOE concern

Comment [A25]: SBOE-Addresses SBOE concern to include Christianity

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

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

(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;

(C) explain the political, economic and social impact of Islam on Europe, Asia, and Northern, Eastern and Sub-Saharan Africa;

(D) describe the interactions between Muslim, Christian, and Jewish societies in Europe, Asia, and North Africa;

(E) describe the interactions between Muslim and Hindu societies in South Asia;

(F) explain how the Crusades, the Black Death, the Hundred Year's War and the Great Schism contributed to the end of Medieval Europe;

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

(H) explain the development of the slave trade within Africa;

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

(J) 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) explain how the Crusades contributed to the development of the European Renaissance; and

Comment [A26]: 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 WH 1(D).

Comment [A27]: Christianity was added as a focal point because of its impact on political, economic, and social factors in Europe and Western Asia.

Comment [A28]: ER-Added as a suggestion by an expert reviewer and requests from the field

Comment [A29]: SBOE&IF-It is the intent of the committee that Sikhism be included in the discussion of interactions between Muslim and Hindu societies in South Asia yet the committee felt that it would be too prescriptive to list all of the possible interactions that occurred under this SE.

Comment [A30]: ER-The revised 4(D) addresses the issue of Islamic conquest on these regions. This establishes proper context for understanding modern conflicts in these regions.

Comment [A31]: 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 5(A).

Comment [A32]: 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 WH 6(A) and WH 6(C).

Comment [A33]: Establishes context for the Atlantic slave trade

Comment [A34]: 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 WH 6(C).

Comment [A35]: The revised WH 5 clarifies the original WH 4.

Comment [A36]: CRS-Linking to the Crusades shows causation (historiography) per CRS gap analysis.

~~(B) explain identify the effects of the European Renaissance and the Reformation eras the political, intellectual, artistic and religious impact of the Renaissance and the Reformation.~~

Comment [A37]: ER-Clarification of wording

~~(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.~~

Comment [A38]: The technological influences are covered in the science, technology, and society strand. See revised WH 23(B).

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

Comment [A39]: The revised WH 6 addresses more specific content of the individual era identified in the revised WH 1(D).

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

Comment [A40]: 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 explain how prior civilizations influenced their development;~~

Comment [A41]: Clarified the revised WH 6(B)

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

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

Comment [A42]: The original WH 6(B) is now addressed in the revised WH 6(B). The revised WH 6(D) addresses specificity missing in the original WH 7(B).

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

Comment [A43]: The revised WH 6(E) addresses specificity missing in the original WH 7(B).

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

Comment [A44]: Clarifies content from the original WH 7(A)

~~(G) explain Ming China's impact on global trade.~~

Comment [A45]: CRS-The revised WH 6(G) is an attempt to be consistent with the globalization of curriculum and clarifies and specifies the original WH 6(C).

~~(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;~~

Comment [A46]: IF-This region is specifically addressed in WH 4(C) and WH 4(H). Influence of Islam and gold-salt trade cannot be taught without teaching about Ghana, Mali and Songhai.

~~(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 [A47]: ER-TEKS considered too broad by experts. It is now addressed more specifically in WH 4 and revised WH 6.

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

Comment [A48]: The original WH 7 is now addressed in W H 5(C) and in the revised WH 6.

(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:

Comment [A49]: BSG&ER-The revised WH 7 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 WH 1(F).

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

Comment [A50]: 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) explain how seventeenth and eighteenth century European scientific advancements led to the industrial revolution;

Comment [A51]: 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 effects of imperialism on selected societies.~~

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

Comment [A52]: This comment relates to the revised WH 7(B) and WH 7(C). The SE addresses content components of the original WH 1(A) and WH 24(A).

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

Comment [A53]: Revision to emphasize characteristics and impact

(D) explain the major characteristics and 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 [A54]: This TEKS addresses more specific content of the individual era identified in the revised WH 1(E).

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

Comment [A55]: The Russian Revolution is addressed in the revised WH 9(C).

(A) compare the causes, characteristics, and the consequences of the American, French, and Latin American revolutions emphasizing the role of the Enlightenment, the Glorious Revolution, and religion;

Comment [A56]: SBOE-Addresses the SBOE desire to include the role of religion in political revolutions

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

Comment [A57]: 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.

Comment [A58]: 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 [A59]: For comparisons see revised WH 8(A). For Russian Revolution see revised WH 9(C).

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

Comment [A60]: For the spread and fall of communism see revised WH 9(D), WH 11(A), WH 12(B), WH 12(C), and WH 12(D).

~~(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 [A61]: BSG&ER-The revised WH 9 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 WH 1(G).

~~(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 [A62]: For totalitarianism see revised WH 11(A). For Cold War see revised WH 12.

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

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

Comment [A63]: For totalitarianism, Germany, and the Soviet Union see revised WH 11(A). For China see revised WH 12(C).

(B) identify the following as major characteristics of World War I including total war, trench warfare, modern military technology, high casualty rates;

(C) explain the political impact of Woodrow Wilson’s Fourteen Points and the political and economic impact of the Treaty of Versailles, including changes in boundaries and the mandate system; and

Comment [A64]: IF-Addresses IF input

Comment [A65]: The revised WH 9(B) and WH 9(C) further clarify the original WH 9(A).

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

Comment [A66]: The revised WH 9(D) addresses more specific content of the individual era identified in the revised WH 1(G).

(10) History. The student understands the causes and impact of the global economic depression following World War I. The student is expected to:

- (A) summarize the international political and economic causes of the global depression; and
- (B) explain the response of governments in the U.S., Germany, and the Soviet Union to the global depression.

Comment [A67]: The revised WH 10(A) and WH 10(B) further clarifies original WH 9.

Comment [A68]: 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:

- (A) describe the emergence and characteristics of totalitarianism;
- (B) explain the roles of Benito Mussolini, Adolf Hitler, Hideki Tojo, Joseph Stalin, Franklin Roosevelt, and Winston Churchill prior to and during WWII; and
- (C) explain the following major causes and events of World War II including the German invasions of Poland and the Soviet Union, the Holocaust, Japanese imperialism, the attack on Pearl Harbor, the Normandy landings, and the dropping of the atomic bombs.

Comment [A69]: The revised WH 11 further clarifies original WH 9.

Comment [A70]: ER-Expert recommendation as well as key figures from original WH 10. The list of events and people in this course curriculum should not be considered exhaustive. Additional examples can and should be incorporated.

Comment [A71]: The revised WH 11(C) further clarifies original WH 9. 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:

- (A) summarize how the outcome of WWII contributed to the development of the Cold War;
- (B) summarize the factors that contributed to Communism in China, Mao Zedong's role in its rise and how it differed from Soviet communism;
- (C) identify the following major events of the Cold War: Korean War, Vietnam War, and the arms race;
- (D) explain 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) summarize the rise of the independence movements in Africa, the Middle East, and South Asia.

Comment [A72]: The revised WH 12 further clarifies the original WH 9.

Comment [A73]: ER-Expert recommendation as well as key figures from original WH 10. 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.

(13) History. The student understands the development of radical Islamic fundamentalism and the subsequent use of terrorism by some of its adherents; and the ongoing conflict between the Palestinians and the Israelis in the second half of the twentieth century. The student is expected to:

- (A) summarize the development and impact of radical Islamic fundamentalism on events in the second half of the twentieth century;

Comment [A74]: Committee used the semi-colon to denote that while the two events are related, there is no causal relationship between the two.

Comment [A75]: BSG-The revised WH 13 was added to address the need for student understandings concerning current issues facing the U. S. in a global context.

(B) explain the origins and impact of the Israeli-Palestinian conflict on global politics; and

(C) explain the United States' 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.~~

~~(+1) (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 analyze and compare geographic distributions and patterns in world history shown on maps, graphs, charts, and models. ~~and databases.~~~~

~~(+2) (15) Geography. The student understands the impact of geographic factors on major historic events and processes. The student is expected to:~~

~~(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;

~~(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 human and physical geographic factors on major events in world history, including the development of river valley civilizations, trade in the Indian Ocean, and the opening of the Panama and Suez Canals; and

Comment [A76]: Significant individuals of the 20th century have been placed in the SE related to the events which they shaped. See revised WH 9(B), WH 11(B), and WH 12(B).

Comment [A77]: Lenin should be addressed in the revised WH 9(D).

Comment [A78]: 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 WH 12(D). Mohandas Gandhi is addressed in the revised WH 21(D).

Comment [A79]: Clarifies the relationship between geography and world history

Comment [A80]: Reflects current technology usage

Comment [A81]: CRS-This allows for a focus on connections across historical time periods as well as singular events. Strengthens historiography per Gap Analysis.

Comment [A82]: ER-Addresses expert reviewer concerns

~~(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 [A84]: Clarification of original WH 12(C)

~~(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 [A85]: 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 WH 2 and the original WH 13.

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

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

Comment [A86]: Addressed in the revised WH 2(A), WH 16(A), and WH 16(B)

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

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

Comment [A87]: 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 and characteristics of the economic systems of capitalism (free enterprise system, free market system) including the contributions of Adam Smith; and socialism;

Comment [A88]: Clarified in revised WH 17(A)

(B) identify the historic origins and characteristics of the political and economic system of communism including the contributions of Karl Marx; and

(C) identify the historic origins and characteristics of socialism.

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

Comment [A89]: BSG-The committee felt that this SE lacked clarity and specificity and thus makes it difficult to measure.

~~(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;~~

<p><u>(A) identify the characteristics of monarchies and theocracies as forms of government in early civilizations; and</u></p>	<p>Comment [A91]: BSG-The revised WH 18 makes the SE clear, concise, and measurable.</p>
<p>(B) define and give examples of different political systems, past and present;</p>	<p>Comment [A92]: BSG-Defined in the revised WH18B for clarity</p>
<p><u>(B) identify the characteristics of the following political systems: theocracy, absolute monarchy, democracy, republic, oligarchy, limited monarchy, totalitarianism.</u></p>	<p>Comment [A93]: SBOE&ER-Addresses Expert Reviewer and State Board concerns</p>
<p>(C) explain the impact of American political ideas on significant world political developments; and</p>	<p>Comment [A94]: Addressed in revised WH 8(A) and (B) and the revised WH 19.</p>
<p>(D) apply knowledge of political systems to make decisions about contemporary issues and events.</p>	<p>Comment [A95]: BSG-This SE is not clear, concise, or measurable and is prone to subjective decision making.</p>
<p>(16) Government. The student understands the process by which democratic-republican government evolved. The student is expected to:</p>	<p>Comment [A96]: BSG-Clarified in the revised WH 18 and the revised WH 19</p>
<p><u>(19) Government. The student understands how-contemporary political systems have developed from earlier systems of government. The student is expected to:</u></p>	
<p>(A) trace the process by which <u>explain the development of democratic-republican government evolved from its beginnings in the Judeo-Christian legal tradition and classical Greece and Rome, through developments in England through the English Civil War and continuing with the Enlightenment; and</u></p>	<p>Comment [A97]: IF-Addresses IF concern</p>
<p>(B) identify the impact of political and legal ideas contained in the following significant historic documents; including <u>Hammurabi's Code, the Jewish Ten Commandments, Justinian's Code of Laws, the Magna Carta, the 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;</u></p>	<p>Comment [A98]: SBOE& ER-Addresses the desire to include Puritan Reformation within appropriate context</p>
<p>(C) explain the impact of Enlightenment ideas from John Locke, Thomas Hobbes, Voltaire, Baron de Montesquieu, Jean Jacques Rousseau, and Thomas Jefferson on political revolutions from 1750-present; and</p>	<p>Comment [A99]: ER-Hebrew legal tradition is added per expert reviewer recommendation</p>
<p><u>(D) explain the significance of the League of Nations and the United Nations.</u></p>	<p>Comment [A100]: IF-Addresses IF concern</p>
	<p>Comment [A101]: ER-Committee believes the Virginia Declaration of Rights is more appropriately addressed in U.S. History.</p>
	<p>Comment [A102]: BSG&ER-Additions have been made per SBOE and expert 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. The list of documents, events and people in this course curriculum should not be considered exhaustive. Additional examples can and should be incorporated.</p>
	<p>Comment [A103]: BSG-The revised WH 19(C) provides the context for the importance of the revised WH 19(B). WH 19(C) further clarifies WH 8. The list of events and people in this course curriculum should not be considered exhaustive. Additional examples can and should be incorporated.</p>
	<p>Comment [A104]: 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 WH 19(B).</p>

~~(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:

~~(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~~

Comment [A105]: BSG-This SE is not clear, concise or easily measurable.

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

Comment [A106]: BSG-Clarifies and makes the original WH 17(A) more concise WH 17.

(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 [A107]: BSG&ER-Addresses recommendations of SBOE and expert reviewers

~~(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 [A108]: BSG-Clarification of original WH 18

~~(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;~~

Comment [A109]: BSG-Rights and responsibilities are addressed in the revised WH 20(B)

~~(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;~~

Comment [A110]: SBOE-Committee reverted to original language for a portion of new SE but felt it important to give more guidance to teachers than did original SE.

(B) identify the influence of ideas regarding the right to a "trial by a jury of your peers," the concepts of "innocent until proven guilty" and "equality before the law" that originated from the Judeo-Christian legal tradition, and in Greece and Rome;

Comment [A111]: SBOE&IF-Addresses SBOE & IF concern

Comment [A112]: 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;~~

(C) identify examples of politically motivated mass murder in Cambodia, China, Latin America, and the Soviet Union;

(D) identify examples of genocide including the Holocaust and genocide in Armenia, the Balkans, and Rwanda;

Comment [A113]: Inclusion based on the fact that he is a valid example of this SE in Latin America.

(E) identify examples of individuals who led resistance to political oppression, such as Nelson Mandela, Mohandas Gandhi, Oscar Romero, and Chinese student protestors in Tiananmen Square; and

Comment [A114]: 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.

(F) assess the degree to which American ideals have advanced human rights and democratic ideas throughout the world.

Comment [A115]: ER-Committee feels that focus on American contributions to human rights and democratic ideals is appropriate in an American history classroom.

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

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

Comment [A116]: SBOE&IF-Comments regarding Sikhism can be addressed in 4(D).

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

Comment [A117]: BSG-Specify and clarifies original WH 19(B) 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:

Comment [A118]: SBOE&ER-The overarching importance of art, architecture, literature and music has been added to the introduction. Committee agrees in the significance of these cultural components and believes they should be taught throughout WH. This also addresses BSG concerning clarity and measurability.

~~(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 [A119]: ER- The original WH 20 has been deleted per expert recommendation to focus on legal documents as the foundation of study. Importance of art, architecture, literature and music have 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:

Comment [A120]: SBOE&ER-Addresses SBOE and ER concerns

~~(A)~~ analyze describe 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 [A121]: The committee chose to 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 the fundamental ideas and institutions of Eastern civilizations that originated in China and India: Hinduism, Confucianism, Daoism, Mandate of Heaven, Legalism, and Buddhism;

Comment [A122]: SBOE-The committee feels that the Mandate of Heaven and legalism are central concepts of understanding the development of China, and its influence on the rest of East Asia.

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

Comment [A123]: BSG-Clarifies the original WH 22(A) by adding specificity

~~(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.~~

(C) explain the relationship between Christianity, individualism, and growing secularism that began with the Renaissance and how the relationship influenced subsequent political developments; and

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

~~(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:

~~(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;~~

(A) identify the origin and diffusion of 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;

~~(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;~~

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

(C) explain the impact of the printing press on the Renaissance and the Reformation in Europe; and

(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, Erastosthenes, Galileo, and Pythagorus.~~

Comment [A124]: BSG&ER-Clarifies the original WH 22(C). Addresses expert reviewer recommendations.

Comment [A125]: BSG&ER-Clarification and specification of the original WH 22 and recommendation from expert reviewer

Comment [A126]: BSG-Clarifies the revised WH 25 to appropriate time period

Comment [A127]: BSG&ER-This SE does not meet the SBOE and expert recommendations for a concise clear and measurable curriculum.

Comment [A128]: 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 23 (B).

Comment [A129]: BSG-Adds specificity to WH 25(B)

Comment [A130]: ER-Expert reviewer recommendation

~~(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:

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

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

~~(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~~

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

(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, transportation technology, and medical advancements in developing the modern global economy and society.

~~(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.~~

~~(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:

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

~~(B) (D) explain and apply different methods explain how 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;~~

~~(C) (B) locate and use~~ explain the differences between and examine primary and secondary sources analyzing using frame of reference, historical context, and point of

Comment [A131]: BSG&ER-The revised WH 26 addresses the SBOE recommendation to “ensure student expectations are concise, clear, and measurable” and address expert recommendations for clarity and specificity.

Comment [A132]: The original WH 24(A) is addressed in the revised WH 7(B).

Comment [A133]: Focuses on technology as originally intended in the science and technology strand

Comment [A134]: Focuses on technology as originally intended in the science and technology strand

Comment [A135]: BSG-The original WH 24(B) is further clarified in revised WH 26(B), WH 26(C), and WH 26(D).

Comment [A136]: BSG&ER-The changes in the revised WH 26 (B-D) address the SBOE recommendation to “ensure student expectations are concise, clear, and measurable” and address expert recommendations for clarity and specificity.

Comment [A137]: SBOE-Committee feels that the choice of individual inventors or inventions to address the intent of the knowledge and skills statement should be left to the classroom teacher, who can determine proper relevance due to current events or existing TEKS.

Comment [A138]: The committee felt that these individuals would be taught under the revised WH 25(A), WH 25(D), the revised WH 26.

Comment [A139]: Deleted outdated terminology

Comment [A140]: BSG-Revised for clarity

Comment [A141]: 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.

Comment [A142]: Committee feels that inclusion of state papers and fundamental laws, including charters and constitutions has been adequately addressed in the introduction.

~~view; such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information;~~

Comment [A143]: 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) (E) evaluate the validity of a source based on language, corroboration with other sources, and information about the author;~~

Comment [A144]: ER-Addresses expert recommendation for prioritizing sources

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

~~(F) (E) 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 [A145]: CRS-Historiography and alignment to CRS-Gap Analysis. Also addresses the original WH 1(C).

~~(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 [A146]: Replaced as revised WH 2(B)

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

Comment [A147]: BSG-Moved to and clarified in WH 27(C) and WH 27(F)

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

Comment [A148]: Moved to revised WH 27(D)

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

Comment [A149]: Moved to revised WH 27(E)

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

Comment [A150]: CRS-Point of view is addressed in the revised WH 27(B) and WH 27(C). Thesis construction addresses CRS Gap Analysis.

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

Comment [A151]: Use of multiple skills is necessary for student mastery when interpreting of maps and graphs

~~(26) (28) 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~~

Comment [A152]: More all encompassing and allows for greater teacher discretion and student creativity

~~(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 [A153]: Simplification and updating of terminology allows for greater teacher discretion and student creativity

~~(27)~~ (29) 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