

TEKS SNAPSHOT

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TEKS
SNAPSHOT

— US HISTORY —

Process Standards (Social Studies Skills and Processes)

| US.29 | Social Studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. | |
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| US.30 | Social Studies skills. The student communicates in written, oral, and visual forms. | |
| US.31 | Social Studies skills. The student uses geographic tools to collect, analyze, and interpret data. | |
| US.32 | Social Studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. | |
| STAAR | Tools to Know | Ways to Show |
| ≥ 30% of items will be dual coded | US.29(A) use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions | US.29(B) analyze information by sequencing, categorizing, identifying cause and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions |
| | US.29(D) use the process of historical inquiry to research, interpret, and use multiple types of sources of evidence | US.29(G) identify and support with historical evidence a point of view on a social studies issue or event |
| | US.30(B) use correct social studies terminology to explain historical concepts | US.29(H) use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons |
| | US.29(C) understand how historians interpret the past (historiography) and how their interpretations of history may change over time | US.31(B) pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, and available databases |
| | US.29(E) evaluate the validity of a source based on language, corroboration with other sources, and information about the author, including points of view, frames of reference, and historical context | US.29(F) identify bias in written, oral, and visual material |
| | | US.30(A) create written, oral, and visual presentations of social studies information |
| | | US.30(C) use different forms of media to convey information, including written to visual and statistical to written or visual, using available computer software as appropriate |
| | | US.31(A) create thematic maps, graphs, and charts representing various aspects of the United States |
| | | US.32(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 |
| | | US.32(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 |

Knowledge and Skills Statements

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| US.1 | History. The student understands the principles included in the Celebrate Freedom Week program. |
| US.2 | History. The student understands traditional historical points of reference in U.S. history from 1877 to the present. |
| US.3 | History. The student understands the political, economic, and social changes in the United States from 1877 to 1898. |
| US.4 | History. The student understands the emergence of the United States as a world power between 1898 and 1920. |
| US.5 | History. The student understands the effects of reform and third-party movements in the early 20th century. |
| US.6 | History. The student understands significant events, social issues, and individuals of the 1920s. |
| US.7 | History. The student understands the domestic and international impact of U.S. participation in World War II. |
| US.8 | History. The student understands the impact of significant national and international decisions and conflicts in the Cold War on the United States. |
| US.9 | History. The student understands the impact of the American civil rights movement. |
| US.10 | History. The student understands the impact of political, economic, and social factors in the U.S. role in the world from the 1970s through 1990. |
| US.11 | History. The student understands the emerging political, economic, and social issues of the United States from the 1990s into the 21st century. |

^ = Spiral Standards: content standards included in many/most units of instruction to add perspective and depth to content across chronology of the course.

| Rptg Cat | STAAR | Readiness Standards | Supporting Standards |
|--------------|--|---|---|
| 1 History | 30 | US.2(B)^ identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics | US.1(A) analyze and evaluate the text, intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, and identify the full text of the first three paragraphs of the Declaration of Independence |
| | | US.3(A) analyze political issues such as Indian policies, the growth of political machines, civil service reform, and the beginnings of Populism | US.1(B)^ analyze and evaluate the application of these founding principles to historical events in U.S. history |
| | | US.3(B) analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues, the cattle industry boom, the rise of entrepreneurship, free enterprise, and the pros and cons of big business | US.1(C) explain the contributions of the Founding Fathers such as Benjamin RUS, John Hancock, John Jay, John Witherspoon, John Peter Muhlenberg, Charles Carroll, and Jonathan Trumbull Sr. |
| | | US.3(C) analyze social issues affecting women, minorities, children, immigrants, urbanization, the Social Gospel, and philanthropy of industrialists | US.2(A)^ identify the major characteristics that define an historical era |
| | | US.4(A) explain why significant events, policies, and individuals such as the Spanish-American War, U.S. expansionism, Henry Cabot Lodge, Alfred Thayer Mahan, Theodore Roosevelt, Sanford B. Dole, and missionaries moved the United States into the position of a world power | US.2(C)^ apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods |
| | | US.4(C) identify the causes of World War I and reasons for U.S. entry | US.2(D) explain the significance of the following years as turning points: 1898 (Spanish-American War), 1914–1918 (World War I), 1929 (the Great Depression begins), 1939–1945 (World War II), 1957 (Sputnik launch ignites U.S.–Soviet space race), 1968–1969 (Martin Luther King Jr. assassination and U.S. lands on the moon), 1991 (Cold War ends), 2001 (terrorist attacks on World Trade Center and the Pentagon), and 2008 (election of first black president, Barack Obama) |
| | | US.4(F) analyze major issues such as isolationism and neutrality raised by U.S. involvement in World War I, Woodrow Wilson’s Fourteen Points, and the Treaty of Versailles | US.3(D) describe the optimism of the many immigrants who sought a better life in America |
| | | US.5(A) evaluate the impact of Progressive Era reforms, including initiative, referendum, recall, and the passage of the 16th, 17th, 18th, and 19th amendments | US.4(B) evaluate American expansionism, including acquisitions such as Guam, Hawaii, the Philippines, and Puerto Rico |
| | | US.6(A) analyze causes and effects of events and social issues such as immigration, Social Darwinism, eugenics, race relations, nativism, the Red Scare, Prohibition, and the changing role of women | US.4(D) understand the contributions of the American Expeditionary Forces (AEF) led by General John J. Pershing |
| | | US.7(A) identify reasons for U.S. involvement in World War II, including Italian, German, and Japanese dictatorships and their aggression, especially the attack on Pearl Harbor | US.4(E) analyze the impact of significant technological innovations in World War I such as machine guns, airplanes, tanks, poison gas, and trench warfare that resulted in the stalemate on the Western Front |
| | | US.7(D) analyze major issues of World War II, including the Holocaust; the internment of German, Italian, and Japanese Americans and Executive Order 9066; and the development of conventional and atomic weapons | US.4(G) analyze significant events such as the Battle of Argonne Forest |
| | | US.7(G) explain the home front and how American patriotism inspired exceptional actions by citizens and military personnel, including high levels of military enlistment; volunteerism; the purchase of war bonds; Victory Gardens; the bravery and contributions of the Tuskegee Airmen, the Flying Tigers, and the Navajo Code Talkers; and opportunities and obstacles for women and ethnic minorities | US.5(B) evaluate the impact of muckrakers and reform leaders such as Upton Sinclair, Susan B. Anthony, Ida B. Wells, and W. E. B. DuBois on American society |
| | | US.8(A) describe U.S. responses to Soviet aggression after World War II, including the Truman Doctrine, the Marshall Plan, the North Atlantic Treaty Organization, the Berlin airlift, and John F. Kennedy’s role in the Cuban Missile Crisis | US.5(C) evaluate the impact of third parties, including the Populist and Progressive parties |
| | | US.8(C) explain reasons and outcomes for U.S. involvement in the Korean War and its relationship to the containment policy | US.6(B) analyze the impact of significant individuals such as Clarence Darrow, William Jennings Bryan, Henry Ford, Glenn Curtiss, Marcus Garvey, and Charles A. Lindbergh |
| | | US.8(D) explain reasons and outcomes for U.S. involvement in foreign countries and their relationship to the Domino Theory, including the Vietnam War | US.7(B) evaluate the domestic and international leadership of Franklin D. Roosevelt and Harry Truman during World War II, including the U.S. relationship with its allies and domestic industry’s rapid mobilization for the war effort |
| | | US.8(F) describe the responses to the Vietnam War such as the draft, the 26th Amendment, the role of the media, the credibility gap, the silent majority, and the anti-war movement | US.7(C) analyze the function of the U.S. Office of War Information |
| | | US.9(A) trace the historical development of the civil rights movement in the 19th, 20th, and 21st centuries, including the 13th, 14th, 15th, and 19th amendments | US.7(E) analyze major military events of World War II, including the Battle of Midway, the U.S. military advancement through the Pacific Islands, the Bataan Death March, the invasion of Normandy, fighting the war on multiple fronts, and the liberation of concentration camps |
| | | US.9(F) describe presidential actions and congressional votes to address minority rights in the United States, including desegregation of the armed forces, the Civil Rights acts of 1957 and 1964, and the Voting Rights Act of 1965 | US.7(F) evaluate the military contributions of leaders during World War II, including Omar Bradley, Dwight Eisenhower, Douglas MacArthur, Chester A. Nimitz, George Marshall, and George Patton |
| | | US.9(H) evaluate changes and events in the United States that have resulted from the civil rights movement, including increased participation of minorities in the political process | US.8(B) describe how Cold War tensions were intensified by the arms race, the space race, McCarthyism, and the House Un-American Activities Committee (HUAC), the findings of which were confirmed by the Venona Papers |
| | | US.10(D) describe U.S. involvement in the Middle East such as support for Israel, the Camp David Accords, the Iran-Contra Affair, Marines in Lebanon, and the Iran Hostage Crisis | US.8(E) analyze the major issues and events of the Vietnam War such as the Tet Offensive, the escalation of forces, Vietnamization, and the fall of Saigon |
| | | US.11(A) describe U.S. involvement in world affairs, including the end of the Cold War, the Persian Gulf War, the Balkans Crisis, 9/11, and the global War on Terror | US.9(B) describe the roles of political organizations that promoted civil rights, including ones from African American, Chicano, American Indian, women’s, and other civil rights movements |
| | US.9(C) identify the roles of significant leaders who supported various rights movements, including Martin Luther King Jr., Cesar Chavez, Rosa Parks, Hector P. Garcia, and Betty Friedan | | |
| | US.9(D) compare and contrast the approach taken by some civil rights groups such as the Black Panthers with the nonviolent approach of Martin Luther King Jr. | | |
| | US.9(E) discuss the impact of the writings of Martin Luther King Jr. such as his “I Have a Dream” speech and “Letter from Birmingham Jail” on the civil rights movement | | |
| | US.9(G) describe the role of individuals such as governors George Wallace, Orval Faubus, and Lester Maddox and groups, including the Congressional bloc of southern Democrats, that sought to maintain the status quo | | |
| | US.9(I) describe how litigation such as the landmark cases of Brown v. Board of Education, Mendez v. Westminster, Hernandez v. Texas, Delgado v. Bastrop I.S.D., Edgewood I.S.D. v. Kirby, and Sweatt v. Painter played a role in protecting the rights of the minority during the civil rights movement | | |
| | US.10(A) describe Richard M. Nixon’s leadership in the normalization of relations with China and the policy of détente | | |
| | US.10(B) describe Ronald Reagan’s leadership in domestic and international policies, including Reaganomics and Peace Through Strength | | |
| | US.10(C) compare the impact of energy on the American way of life over time | | |
| | US.10(E) describe the causes and key organizations and individuals of the conservative resurgence of the 1980s and 1990s, including Phyllis Schlafly, the Contract with America, the Heritage Foundation, the Moral Majority, and the National Rifle Association | | |
| | US.10(F) describe significant societal issues of this time period | | |
| | US.11(B) identify significant social and political advocacy organizations, leaders, and issues across the political spectrum | | |
| | US.11(D) analyze the impact of third parties on presidential elections | | |
| | US.11(E) discuss the historical significance of the 2008 presidential election | | |
| | | <p><i>SEs Not Included in Assessed Curriculum</i></p> <p>US.11(C) evaluate efforts by global organizations to undermine U.S. sovereignty through the use of treaties</p> <p>US.11(F) discuss the solvency of long-term entitlement programs such as Social Security and Medicare</p> | |

^ = Spiral Standards: content standards included in many/most units of instruction to add perspective and depth to content across chronology of the course.

Knowledge and Skills Statements

- US.12 Geography.** The student understands the impact of geographic factors on major events.
- US.13 Geography.** The student understands the causes and effects of migration and immigration on American society.
- US.14 Geography.** The student understands the relationship between population growth and modernization on the physical environment.
- US.25 Culture.** The student understands the relationship between the arts and the times during which they were created.
- US.26 Culture.** The student understands how people from various groups contribute to our national identity.

| Rptg Cat | STAAR | Readiness Standards | Supporting Standards |
|----------------------------|-------|---|--|
| 2 Geography and Culture | 12 | US.12(A)^ analyze the impact of physical and human geographic factors on the settlement of the Great Plains, the Klondike Gold Rush, the Panama Canal, the Dust Bowl, and the levee failure in New Orleans after Hurricane Katrina | US.12(B)^ identify and explain reasons for changes in political boundaries such as those resulting from statehood and international conflicts |
| | | US.13(A)^ analyze the causes and effects of changing demographic patterns resulting from migration within the United States, including western expansion, rural to urban, the Great Migration, and the Rust Belt to the Sun Belt | US.14(B) identify the roles of governmental entities and private citizens in managing the environment such as the establishment of the National Park System, the Environmental Protection Agency (EPA), and the Endangered Species Act |
| | | US.13(B)^ analyze the causes and effects of changing demographic patterns resulting from legal and illegal immigration to the United States | US.14(C)^ understand the effects of governmental actions on individuals, industries, and communities, including the impact on Fifth Amendment property rights |
| | | US.14(A)^ identify the effects of population growth and distribution on the physical environment | US.25(A)^ describe how the characteristics and issues in U.S. history have been reflected in various genres of art, music, film, and literature |
| | | US.25(B) describe both the positive and negative impacts of significant examples of cultural movements in art, music, and literature such as Tin Pan Alley, the Harlem Renaissance, the Beat Generation, rock and roll, the Chicano Mural Movement, and country and western music on American society | US.25(C) identify the impact of popular American culture on the rest of the world over time |
| | | US.26(A)^ explain actions taken by people to expand economic opportunities and political rights, including those for racial, ethnic, and religious minorities as well as women, in American society | US.25(D) analyze the global diffusion of American culture through the entertainment industry via various media |
| | | US.26(C)^ explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture | US.26(B) discuss the Americanization movement to assimilate immigrants and American Indians into American culture |
| | | | US.26(D)^ identify the political, social, and economic contributions of women such as Frances Willard, Jane Addams, Eleanor Roosevelt, Dolores Huerta, Sonia Sotomayor, and Oprah Winfrey to American society |
| | | | US.26(E) discuss the meaning and historical significance of the mottos “E Pluribus Unum” and “In God We Trust” |
| | | | US.26(F) discuss the importance of Congressional Medal of Honor recipients, including individuals of all races and genders such as Vernon J. Baker, Alvin York, and Roy Benavidez |

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Knowledge and Skills Statements

- US.19 Government.** The student understands changes over time in the role of government.
- US.20 Government.** The student understands the changing relationships among the three branches of the federal government.
- US.21 Government.** The student understands the impact of constitutional issues on American society.
- US.22 Citizenship.** The student understands the concept of American exceptionalism.
- US.23 Citizenship.** The student understands efforts to expand the democratic process.
- US.24 Citizenship.** The student understands the importance of effective leadership in a constitutional republic.

| Rptg Cat | STAAR | Readiness Standards | Supporting Standards |
|---------------------------------|-------|--|---|
| 3 Government and Citizenship | 10 | US.19(A) evaluate the impact of New Deal legislation on the historical roles of state and federal government US.19(B)^ explain constitutional issues raised by federal government policy changes during times of significant events, including World War I, the Great Depression, World War II, the 1960s, and 9/11 US.20(B) evaluate the impact of relationships among the legislative, executive, and judicial branches of government, including Franklin D. Roosevelt’s attempt to increase the number of U.S. Supreme Court justices and the presidential election of 2000 US.21(A) analyze the effects of landmark U.S. Supreme Court decisions, including <i>Brown v. Board of Education</i> , and other U.S. Supreme Court decisions such as <i>Plessy v. Ferguson</i> , <i>Hernandez v. Texas</i> , <i>Tinker v. Des Moines</i> , <i>Wisconsin v. Yoder</i> , and <i>White v. Regester</i> US.23(A)^ identify and analyze methods of expanding the right to participate in the democratic process, including lobbying, non-violent protesting, litigation, and amendments to the U.S. Constitution | US.19(C) describe the effects of political scandals, including Teapot Dome, Watergate, and Bill Clinton’s impeachment, on the views of U.S. citizens concerning trust in the federal government and its leaders US.19(D) discuss the role of contemporary government legislation in the private and public sectors such as the Community Reinvestment Act of 1977, USA PATRIOT Act of 2001, and the American Recovery and Reinvestment Act of 2009 US.19(E)^ evaluate the pros and cons of U.S. participation in international organizations and treaties US.20(A) describe the impact of events such as the Gulf of Tonkin Resolution and the War Powers Act on the relationship between the legislative and executive branches of government US.21(B)^ discuss historical reasons why the constitution has been amended US.22(A) discuss Alexis de Tocqueville’s five values crucial to America’s success as a constitutional republic: liberty, egalitarianism, individualism, populism, and laissez-faire US.23(B) evaluate various means of achieving equality of political rights, including the 19th, 24th, and 26th amendments and congressional acts such as the American Indian Citizenship Act of 1924 US.23(C)^ explain how participation in the demographic process reflects our national ethos, patriotism, and civic responsibility as well as our progress to build a “more perfect union” US.24(B) evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, Thurgood Marshall, Billy Graham, Barry Goldwater, Sandra Day O’Connor, and Hillary Clinton |
| | | SEs Not Included in Assessed Curriculum | US.21(C) <i>evaluate constitutional change in terms of strict construction versus judicial interpretation</i> US.22(B) <i>describe how the American values identified by Alexis de Tocqueville are different and unique from those of other nations</i> US.22(C) <i>describe U.S. citizens as people from numerous places throughout the world who hold a common bond in standing for certain self-evident truths</i> US.24(A)^ <i>describe qualities of effective leadership</i> |

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Knowledge and Skills Statements

- US.15 Economics.** The student understands domestic and foreign issues related to U.S. economic growth from the 1870s to 1920.
- US.16 Economics.** The student understands significant economic developments between World War I and World War II.
- US.17 Economics.** The student understands the economic effects of World War II and the Cold War.
- US.18 Economics.** The student understands the economic effects of increased worldwide interdependence as the United States enters the 21st century.
- US.27 Science, technology, and society.** The student understands the impact of science, technology, and the free enterprise system on the economic development of the United States.
- US.28 Science, technology, and society.** The student understands the influence of scientific discoveries, technological innovations, and the free enterprise system on the standard of living in the United States.

| Rptg Cat | STAAR | Readiness Standards | Supporting Standards |
|--|-----------|--|--|
| 4 Economics, Science, Technology, and Society | 16 | US.15(B) describe the changing relationship between the federal government and private business, including the costs and benefits of laissez-faire, anti-trust acts, the Interstate Commerce Act, and the Pure Food and Drug Act | US.15(A) describe how the economic impact of the Transcontinental Railroad and the Homestead Act contributed to the close of the frontier in the late 19th century |
| | | US.15(D) describe the economic effects of international military conflicts, including the Spanish-American War and World War I, on the United States | US.15(C) explain how foreign policies affected economic issues such as the Chinese Exclusion Act of 1882, the Open Door Policy, Dollar Diplomacy, and immigration quotas |
| | | US.16(B) identify the causes of the Great Depression, including the impact of tariffs on world trade, stock market speculation, bank failures, and the monetary policy of the Federal Reserve System | US.15(E) describe the emergence of monetary policy in the United States, including the Federal Reserve Act of 1913 and the shifting trend from a gold standard to fiat money |
| | | US.16(C) analyze the effects of the Great Depression on the U.S. economy and society such as widespread unemployment and deportation and repatriation of people of European and Mexican heritage and others | US.16(A) analyze causes of economic growth and prosperity in the 1920s, including Warren Harding’s Return to Normalcy, reduced taxes, and increased production efficiencies |
| | | US.17(A) describe the economic effects of World War II on the home front such as the end of the Great Depression, rationing, and increased opportunity for women and minority employment | US.16(D) compare the New Deal policies and its opponents’ approaches to resolving the economic effects of the Great Depression |
| | | US.17(B) identify the causes of prosperity in the 1950s, including the Baby Boom and the impact of the GI Bill (Servicemen’s Readjustment Act of 1944), and the effects of prosperity in the 1950s such as increased consumption and the growth of agriculture and business | US.16(E) describe how various New Deal agencies and programs, including the Federal Deposit Insurance Corporation, the Securities and Exchange Commission, and the Social Security Administration, continue to affect the lives of U.S. citizens |
| | | US.17(E) describe the dynamic relationship between U.S. international trade policies and the U.S. free enterprise system such as the Organization of Petroleum Exporting Countries (OPEC) oil embargo, the General Agreement of Tariffs and Trade (GATT), and the North American Free Trade Agreement (NAFTA) | US.17(C) describe the economic impact of defense spending on the business cycle and education priorities from 1945 to the 1990s |
| | | US.27(A)^ explain the effects of scientific discoveries and technological innovations such as electric power, telephone and satellite communications, petroleum-based products, steel production, and computers on the economic development of the United States | US.17(D) identify actions of government and the private sector such as the Great Society, affirmative action, and Title IX to create economic opportunities for citizens and analyze the unintended consequences of each |
| | | US.27(C) understand the impact of technological and management innovations and their applications in the workplace and the resulting productivity enhancements for business and labor such as assembly line manufacturing, time-study analysis, robotics, computer management, and just-in-time inventory management | US.18(A) discuss the role of American entrepreneurs such as Bill Gates, Sam Walton, Estée Lauder, Robert Johnson, Lionel Sosa, and millions of small business entrepreneurs who achieved the American dream |
| | | US.28(A)^ analyze how scientific discoveries, technological innovations, and the application of these by the free enterprise system, including those in transportation and communication, improve the standard of living in the United States | US.18(B) identify the impact of international events, multinational corporations, government policies, and individuals on the 21st century economy |
| | | | US.27(B)^ explain how specific needs result in scientific discoveries and technological innovations in agriculture, the military, and medicine, including vaccines |
| | | | US.28(B) explain how space technology and exploration improve the quality of life |
| | | | US.28(C) understand how the free enterprise system drives technological innovation and its application in the marketplace such as cell phones, inexpensive personal computers, and global positioning products |
| # Items | 68 | 41-44 questions from Readiness Standards | 24-27 questions from Supporting Standards |

NOTE: The classification of standards on this TEKS Snapshot represents the reviewed and synthesized input of a sample of Texas Social Studies educators. This TEKS Snapshot DOES NOT represent a publication of the Texas Education Agency. District curriculum materials may reflect other classifications.

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Source: Texas Education Agency



TEKS
SNAPSHOT

— WORLD GEO —

| Process Standards (Social Studies Skills and Processes) | | |
|---|--|--|
| WG.21 Social Studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. | | |
| WG.22 Social Studies skills. The student communicates in written, oral, and visual forms. | | |
| WG.23 Social Studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. | | |
| STAAR | Tools to Know | Ways to Show |
| highlighted Process Standards support U.S History STAAR EOC | WG.21(A) analyze and evaluate the validity, and utility of multiple sources of geographic information such as primary and secondary sources, aerial photographs, and maps | WG.21(C) create and interpret different types of maps to answer geographic questions, infer relationships, and analyze change |
| | WG.21(B) locate places of contemporary geopolitical significance on a map | WG.22(A) design and draw appropriate graphics such as maps, diagrams, tables, and graphs to communicate geographic features, distributions, and relationships |
| | WG.22(C) use geographic terminology correctly | WG.22(B) generate summaries, generalizations, and thesis statements supported by evidence |
| | WG.23(B) use case studies and GIS to identify contemporary challenges and to answer real-world questions | WG.22(D) use standard grammar, spelling, sentence structure, and punctuation |
| | | WG.22(E) create original work using proper citations and understanding and avoiding plagiarism |
| | | WG.23(A) plan, organize, and complete a research project that involves asking geographic questions; acquiring, organizing, and analyzing information; answering questions; and communicating results |
| | | WG.23(C) use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution |

| Knowledge and Skills Statements | | |
|--|--|--|
| WG.1 History. The student understands how geography and processes of spatial exchange (diffusion) influenced events in the past and helped to shape the present. | | |
| WG.2 History. The student understands how people, places, and environments have changed over time and the effects of these changes. | | |
| WG.13 Government. The student understands the spatial characteristics of a variety of global political units. | | |
| WG.14 Government. The student understands the processes that influence political divisions, relationships, and policies. | | |
| WG.15 Citizenship. The student understands how different points of view influence the development of public policies and decision-making processes on local, state, national, and international levels. | | |
| Rptg Cat | Readiness Standards | Supporting Standards |
| 1 History, Government and Citizenship | WG.1(A) analyze the effects of physical and human geographic patterns and processes on the past and describe their impact on the present, including significant physical features and environmental conditions that influenced migration patterns and shaped the distribution of culture groups today | WG.2(B) explain how changes in societies have led to diverse uses of physical features |
| | WG.1(B) trace the spatial diffusion of phenomena such as the Columbian Exchange or the diffusion of American popular culture and describe the effects on regions of contact | WG.13(B) compare maps of voting patterns or political boundaries to make inferences about the distribution of political power |
| | WG.2(A) describe the human and physical characteristics of the same regions at different periods of time to evaluate relationships between past events and current conditions | WG.14(A) analyze current events to infer the physical and human processes that lead to the formation of boundaries and other political divisions |
| | WG.13(A) interpret maps to explain the division of land, including man-made and natural borders, into separate political units such as cities, states, or countries | WG.14(B) compare how democracy, dictatorship, monarchy, republic, theocracy, and totalitarian systems operate in specific countries |
| | WG.14(C) analyze the human and physical factors that influence the power to control territory and resources, create conflict/war, and impact international political relations of sovereign nations such as China, the United States, Japan, and Russia and organized nation groups such as the United Nations (UN) and the European Union (EU) | WG.15(A) identify and give examples of different points of view that influence the development of public policies and decision-making processes on local, state, national, and international levels |
| | | WG.15(B) explain how citizenship practices, public policies, and decision making may be influenced by cultural beliefs, including nationalism and patriotism |

Knowledge and Skills Statements

- WG.3 Geography.** The student understands how physical processes shape patterns in the physical environment.
- WG.4 Geography.** The student understands the patterns and characteristics of major landforms, climates, and ecosystems of Earth and the interrelated processes that produce them.
- WG.5 Geography.** The student understands how political, economic, and social processes shape cultural patterns and characteristics in various places and regions.
- WG.6 Geography.** The student understands the types, patterns, and processes of settlement.
- WG.7 Geography.** The student understands the growth, distribution, movement, and characteristics of world population.
- WG.8 Geography.** The student understands how people, places, and environments are connected and interdependent.
- WG.9 Geography.** The student understands the concept of region as an area of Earth's surface with related geographic characteristics.

| Rptg Cat | Readiness Standards | Supporting Standards |
|------------------------------|---|---|
| 2 Geography | <p>WG.3(B) describe the physical processes that affect the environments of regions, including weather, tectonic forces, erosion, and soil-building processes</p> <p>WG.4(A) explain how elevation, latitude, wind systems, ocean currents, position on a continent, and mountain barriers influence temperature, precipitation, and distribution of climate regions</p> <p>WG.5(A) analyze how the character of a place is related to its political, economic, social, and cultural elements</p> <p>WG.6(B) explain the processes that have caused changes in settlement patterns, including urbanization, transportation, access to and availability of resources, and economic activities</p> <p>WG.7(B) explain how political, economic, social, and environmental push and pull factors and physical geography affect the routes and flows of human migration</p> <p>WG.7(C) describe trends in world population growth and distribution</p> <p>WG.8(A) compare ways that humans depend on, adapt to, and modify the physical environment, including the influences of culture and technology</p> <p>WG.8(B) describe the interaction between humans and the physical environment and analyze the consequences of extreme weather and other natural disasters such as El Niño, floods, tsunamis, and volcanoes</p> <p>WG.9(A) identify physical and/or human factors such as climate, vegetation, language, trade networks, political units, river systems, and religion that constitute a region</p> | <p>WG.3(A) explain weather conditions and climate in relation to annual changes in Earth-Sun relationships</p> <p>WG.3(C) examine the physical processes that affect the lithosphere, atmosphere, hydrosphere, and biosphere</p> <p>WG.4(B) describe different landforms and the physical processes that cause their development</p> <p>WG.4(C) explain the influence of climate on the distribution of biomes in different regions</p> <p>WG.5(B) interpret political, economic, social, and demographic indicators (gross domestic product per capita, life expectancy, literacy, and infant mortality) to determine the level of development and standard of living in nations using the terms Human Development Index, less developed, newly industrialized, and more developed</p> <p>WG.6(A) locate and describe human and physical features that influence the size and distribution of settlements</p> <p>WG.7(A) construct and analyze population pyramids and use other data, graphics, and maps to describe the population characteristics of different societies and to predict future population trends</p> <p>WG.7(D) examine benefits and challenges of globalization, including connectivity, standard of living, pandemics, and loss of local culture</p> <p>WG.8(C) evaluate the economic and political relationships between settlements and the environment, including sustainable development and renewable/non-renewable resources</p> <p>WG.9(B) describe different types of regions, including formal, functional, and perceptual regions</p> |

Knowledge and Skills Statements

WG.16 Culture. The student understands how the components of culture affect the way people live and shape the characteristics of regions.

WG.17 Culture. The student understands the distribution, patterns, and characteristics of different cultures.

WG.18 Culture. The student understands the ways in which cultures change and maintain continuity.

| Rptg Cat | Readiness Standards | Supporting Standards |
|--------------|--|---|
| 3 Culture | WG.16(B) describe elements of culture, including language, religion, beliefs and customs, institutions, and technologies | WG.16(A) describe distinctive cultural patterns and landscapes associated with different places in Texas, the United States, and other regions of the world and how these patterns influenced the processes of innovation and diffusion |
| | WG.17(A) describe and compare patterns of culture such as language, religion, land use, education, and customs that make specific regions of the world distinctive | WG.16(C) explain ways various groups of people perceive the characteristics of their own and other cultures, places, and regions differently |
| | WG.18(A) analyze cultural changes in specific regions caused by migration, war, trade, innovations, and diffusion | WG.16(D) compare life in a variety of urban and rural areas in the world to evaluate political, economic, social, and environmental changes WG.17(B) describe major world religions, including animism, Buddhism, Christianity, Hinduism, Islam, Judaism, and Sikhism, and their spatial distribution WG.17(C) compare economic, political, or social opportunities in different cultures for women, ethnic and religious minorities, and other underrepresented populations WG.17(D) evaluate the experiences and contributions of diverse groups to multicultural societies WG.18(B) assess causes, effects, and perceptions of conflicts between groups of people, including modern genocides and terrorism WG.18(C) identify examples of cultures that maintain traditional ways, including traditional economies WG.18(D) evaluate the spread of cultural traits to find examples of cultural convergence and divergence such as the spread of democratic ideas, U.S.-based fast-food franchises, the English language, technology, or global sports |

Knowledge and Skills Statements

WG.10 Economics. The student understands the distribution, characteristics, and interactions of the economic systems in the world.

WG.11 Economics. The student understands how geography influences economic activities.

WG.12 Economics. The student understands the economic importance of, and issues related to, the location and management of resources.

WG.19 Science, technology, and society. The student understands the impact of technology and human modifications on the physical environment.

WG.20 Science, technology, and society. The student understands how current technology affects human interaction.

| Rptg Cat | Readiness Standards | Supporting Standards |
|--|--|---|
| 4 Economics, Science, Technology, and Society | WG.10(C) compare the ways people satisfy their basic needs through the production of goods and services such as subsistence agriculture versus commercial agriculture or cottage industries versus commercial industries | WG.10(A) describe the forces that determine the distribution of goods and services in free enterprise, socialist, and communist economic systems |
| | WG.11(C) assess how changes in climate, resources, and infrastructure (technology, transportation, and communication) affect the location and patterns of economic activities | WG.10(B) classify where specific countries fall along the economic spectrum between free enterprise and communism |
| | WG.12(A) analyze how the creation, distribution, and management of key natural resources affects the location and patterns of movement of products, money, and people | WG.10(D) compare global trade patterns over time and examine the implications of globalization, including outsourcing and free trade zones |
| | WG.19(A) evaluate the significance of major technological innovations in the areas of transportation and energy that have been used to modify the physical environment | WG.11(A) understand the connections between levels of development and economic activities (primary, secondary, tertiary, and quaternary) |
| | WG.19(C) examine the environmental, economic, and social impacts of advances in technology on agriculture and natural resources. | WG.11(B) identify the factors affecting the location of different types of economic activities, including subsistence and commercial agriculture, manufacturing, and service industries |
| | | WG.12(B) evaluate the geographic and economic impact of policies related to the development, use, and scarcity of natural resources such as regulations of water |
| | | WG.19(B) analyze ways technological innovations such as air conditioning and desalinization have allowed humans to adapt to places |
| | | WG.20(A) describe the impact of new information technologies such as the Internet, Global Positioning System (GPS), or Geographic Information Systems (GIS) |
| | | WG.20(B) examine the economic, environmental, and social effects of technology such as medical advancements or changing trade patterns on societies at different levels of development |

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TEKS
SNAPSHOT

— WORLD HISTORY —

| Process Standards (Social Studies Skills and Processes) | | |
|---|--|---|
| WH.29 Social Studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. | | |
| WH.30 Social Studies skills. The student communicates in written, oral, and visual forms. | | |
| WH.31 Social Studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. | | |
| STAAR | Tools to Know | Ways to Show |
| highlighted Process Standards support U.S History STAAR EOC | WH.29(C) explain the differences between primary and secondary sources and examine those sources to analyze frame of reference, historical context, and point of view | WH.29(F) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time |
| | WH.29(H) use appropriate reading and mathematical skills to interpret social studies information such as maps and graphs | WH.30(C) interpret and create written, oral, and visual presentations of social studies information |
| | WH.30(A) use social studies terminology correctly | |
| | WH.29(A) identify methods used by archaeologists, anthropologists, historians, and geographers to analyze evidence | WH.29(E) identify bias in written, oral, and visual material |
| | WH.29(B) explain how historians, when examining sources, analyze frame of reference, historical context, and point of view to interpret historical events | WH.29(G) construct a thesis on a social studies issue or event supported by evidence |
| | WH.29(D) evaluate the validity of a source based on language, corroboration with other sources, and information about the author | WH.30(B) use standard grammar, spelling, sentence structure, and punctuation |
| | | WH.30(D) transfer information from one medium to another |
| | WH.31(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 | |
| | WH.31(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 | |

Knowledge and Skills Statements

- WH.1 History.** The student understands traditional historical points of reference in world history.
- WH.2 History.** The student understands how early civilizations developed from 8000 BC to 500 BC.
- WH.3 History.** The student understands the contributions and influence of classical civilizations from 500 BC to AD 600 on subsequent civilizations.
- WH.4 History.** The student understands how, after the collapse of classical empires, new political, economic, and social systems evolved and expanded from 600 to 1450.
- WH.5 History.** The student understands the causes, characteristics, and impact of the European Renaissance and the Reformation from 1450 to 1750.
- WH.6 History.** The student understands the characteristics and impact of the Maya, Inca, and Aztec civilizations.
- WH.7 History.** The student understands the causes and impact of European expansion from 1450 to 1750.

| Rptg Cat | Readiness Standards | Supporting Standards |
|--|--|---|
| 1 History 8000 BC to AD 1750 | WH.3(A) describe the major political, religious/philosophical, and cultural influences of Persia, India, China, Israel, Greece, and Rome, including the development of monotheism, Judaism, and Christianity | WH.1(A) identify major causes and describe the major effects of the following events from 8000 BC to 500 BC: the development of agriculture and the development of the river valley civilizations |
| | WH.4(A) explain the development of Christianity as a unifying social and political factor in medieval Europe and the Byzantine Empire | WH.1(B) identify major causes and describe the major effects of the following events from 500 BC to AD 600: 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 |
| | WH.4(C) 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 | WH.1(C) identify major causes and describe the major effects of the following important turning points in world history from 600 to 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 their impact on Europe, China, India, and Southwest Asia |
| | WH.4(D) explain the political, economic, and social impact of Islam on Europe, Asia, and Africa | WH.1(D) identify major causes and describe the major effects of the following important turning points in world history from 1450 to 1750: the rise of the Ottoman Empire, the influence of the Ming dynasty on world trade, European exploration and the Columbian Exchange, European expansion, and the Renaissance and the Reformation |
| | WH.4(G) explain how the Crusades, the Black Death, the Hundred Years’ War, and the Great Schism contributed to the end of medieval Europe | WH.2(A) summarize the impact of the development of farming (Neolithic Revolution) on the creation of river valley civilizations |
| | WH.4(H) summarize the major political, economic, and cultural developments in Tang and Song China and their impact on Eastern Asia | WH.2(B) identify the characteristics of civilization |
| | WH.4(J) analyze how the Silk Road and the African gold-salt trade facilitated the spread of ideas and trade | WH.2(C) explain how major river valley civilizations influenced the development of the classical civilizations |
| | WH.4(K) summarize the changes resulting from the Mongol invasions of Russia, China, and the Islamic world | WH.3(B) explain the impact of the fall of Rome on Western Europe |
| | WH.5(A) explain the political, intellectual, artistic, economic, and religious impact of the Renaissance | WH.3(C) compare the factors that led to the collapse of Rome and Han China |
| | WH.5(B) explain the political, intellectual, artistic, economic, and religious impact of the Reformation | WH.4(B) explain the characteristics of Roman Catholicism and Eastern Orthodoxy |
| | WH.6(A) compare the major political, economic, social, and cultural developments of the Maya, Inca, and Aztec civilizations and explain how prior civilizations influenced their development | WH.4(E) describe the interactions among Muslim, Christian, and Jewish societies in Europe, Asia, and North Africa |
| | WH.7(A) analyze the causes of European expansion from 1450 to 1750 | WH.4(F) describe the interactions between Muslim and Hindu societies in South Asia |
| | WH.7(B) explain the impact of the Columbian Exchange on the Americas and Europe | WH.4(I) explain the development of the slave trade |
| | WH.7(C) explain the impact of the Atlantic slave trade on West Africa and the Americas | WH.6(B) explain how the Inca and Aztec empires were impacted by European exploration/colonization |
| | WH.7(D) explain the impact of the Ottoman Empire on Eastern Europe and global trade | |
| | WH.7(E) explain Ming China’s impact on global trade | |
| | WH.7(F) explain new economic factors and principles that contributed to the success of Europe’s Commercial Revolution | |

^ = Spiral Standards: content standards included in many/most units of instruction to add perspective and depth to content across chronology of the course.

Knowledge and Skills Statements

WH.8 History. The student understands the causes and the global impact of the Industrial Revolution and European imperialism from 1750 to 1914.

WH.9 History. The student understands the causes and effects of major political revolutions between 1750 and 1914.

WH.10 History. The student understands the causes and impact of World War I.

WH.11 History. The student understands the causes and impact of the global economic depression immediately following World War I.

WH.12 History. The student understands the causes and impact of World War II.

WH.13 History. The student understands the impact of major events associated with the Cold War and independence movements.

WH.14 History. The student understands the development of radical Islamic fundamentalism and the subsequent use of terrorism by some of its adherents.

| Rptg Cat | Readiness Standards | Supporting Standards |
|----------------------------------|---|---|
| 2 History 1750 to the Present | WH.8(A) explain how 17th and 18th century European scientific advancements led to the Industrial Revolution | WH.1(E) identify major causes and describe the major effects of the following important turning points in world history from 1750 to 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 |
| | WH.8(C) identify the major political, economic, and social motivations that influenced European imperialism | WH.1(F) identify major causes and describe the major effects of 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 |
| | WH.8(D) explain the major characteristics and impact of European imperialism | WH.8(B) explain how the Industrial Revolution led to political, economic, and social changes in Europe |
| | WH.9(A) compare the causes, characteristics, and consequences of the American and French revolutions, emphasizing the role of the Enlightenment, the Glorious Revolution, and religion | WH.8(E) explain the effects of free enterprise in the Industrial Revolution |
| | WH.10(A) identify the importance of imperialism, nationalism, militarism, and the alliance system in causing World War I | WH.9(B) explain the impact of Napoleon Bonaparte and the Napoleonic Wars on Europe and Latin America |
| | WH.10(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 | WH.9(C) trace the influence of the American and French revolutions on Latin America, including the role of Simón Bolívar |
| | WH.10(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 | WH.9(D) identify the influence of ideas such as separation of powers, checks and balances, liberty, equality, democracy, popular sovereignty, human rights, constitutionalism, and nationalism on political revolutions |
| | WH.11(A) summarize the international, political, and economic causes of the global depression | WH.10(B) identify major characteristics of World War I, including total war, trench warfare, modern military technology, and high casualty rates |
| | WH.12(A) describe the emergence and characteristics of totalitarianism | WH.11(B) explain the responses of governments in the United States, Germany, and the Soviet Union to the global depression |
| | WH.12(C) explain the 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 | WH.12(B) explain the roles of various world leaders, including Benito Mussolini, Adolf Hitler, Hideki Tojo, Joseph Stalin, Franklin D. Roosevelt, and Winston Churchill, prior to and during World War II |
| | WH.13(A) summarize how the outcome of World War II contributed to the development of the Cold War | WH.13(D) explain the roles of modern world leaders, including Ronald Reagan, Mikhail Gorbachev, Lech Walesa, and Pope John Paul II, in the collapse of communism in Eastern Europe and the Soviet Union |
| | WH.13(B) summarize the factors that contributed to communism in China, including Mao Zedong’s role in its rise, and how it differed from Soviet communism | WH.13(F) explain how Arab rejection of the State of Israel has led to ongoing conflict |
| | WH.13(C) identify the following major events of the Cold War, including the Korean War, the Vietnam War, and the arms race | WH.14(A) summarize the development and impact of radical Islamic fundamentalism on events in the second half of the 20th century, including Palestinian terrorism and the growth of al Qaeda |
| | WH.13(E) summarize the rise of independence movements in Africa, the Middle East, and South Asia and reasons for ongoing conflicts | WH.14(B) explain the U.S. response to terrorism from September 11, 2001, to the present |

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Knowledge and Skills Statements

- WH.15 Geography.** The student uses geographic skills and tools to collect, analyze, and interpret data.
- WH.16 Geography.** The student understands the impact of geographic factors on major historic events and processes.
- WH.23 Culture.** The student understands the history and relevance of major religious and philosophical traditions.
- WH.24 Culture.** The student understands the roles of women, children, and families in different historical cultures.
- WH.25 Culture.** The student understands how the development of ideas has influenced institutions and societies.
- WH.26 Culture.** The student understands the relationship between the arts and the times during which they were created.

| Rptg Cat | Readiness Standards | Supporting Standards |
|----------------------------|--|---|
| 3 Geography and Culture | WH.15(A)^ create and interpret thematic maps, graphs, and charts to demonstrate the relationship between geography and the historical development of a region or nation | WH.16(A)^ locate places and regions of historical significance directly related to major eras and turning points in world history |
| | WH.15(B)^ analyze and compare geographic distributions and patterns in world history shown on maps, graphs, charts, and models | WH.23(B)^ identify examples of religious influence on various events referenced in the major eras of world history |
| | WH.16(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 | WH.24(A)^ describe the changing roles of women, children, and families during major eras of world history |
| | WH.16(C)^ interpret maps, charts, and graphs to explain how geography has influenced people and events in the past | WH.24(B)^ describe the major influences of women such as Elizabeth I, Queen Victoria, Mother Teresa, Indira Gandhi, Margaret Thatcher, and Golda Meir during major eras of world history |
| | WH.23(A)^ describe the historical origins, central ideas, and spread of major religious and philosophical traditions, including Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and the development of monotheism | WH.25(A) summarize the fundamental ideas and institutions of Eastern civilizations that originated in China and India |
| | | |
| | | WH.25(C) explain the relationship among Christianity, individualism, and growing secularism that began with the Renaissance and how the relationship influenced subsequent political developments |
| | | WH.25(D) explain how Islam influences law and government in the Muslim world |
| | | WH.26(A)^ identify significant examples of art and architecture that demonstrate an artistic ideal or visual principle from selected cultures |
| | | WH.26(B)^ analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced |
| | | WH.26(C)^ identify examples of art, music, and literature that transcend the cultures in which they were created and convey universal themes |

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Knowledge and Skills Statements

- WH.19 Government.** The student understands the characteristics of major political systems throughout history.
- WH.20 Government.** The student understands how contemporary political systems have developed from earlier systems of government.
- WH.21 Citizenship.** The student understands the significance of political choices and decisions made by individuals, groups, and nations throughout history.
- WH.22 Citizenship.** The student understands the historical development of significant legal and political concepts related to the rights and responsibilities of citizenship.

| Rptg Cat | Readiness Standards | Supporting Standards |
|---------------------------------|---|---|
| 4 Government and Citizenship | <p>WH.19(B) identify the characteristics of the following political systems: theocracy, absolute monarchy, democracy, republic, oligarchy, limited monarchy, and totalitarianism</p> <p>WH.20(A) explain the development of democratic-republican government from its beginnings in the Judeo-Christian legal tradition and classical Greece and Rome through the English Civil War and the Enlightenment</p> <p>WH.21(B)^ describe the rights and responsibilities of citizens and noncitizens in civic participation throughout history</p> | <p>WH.19(A) identify the characteristics of monarchies and theocracies as forms of government in early civilizations</p> <p>WH.20(B) identify the impact of political and legal ideas contained in the following documents: Hammurabi’s Code, the Jewish Ten Commandments, Justinian’s Code of Laws, Magna Carta, the English Bill of Rights, the Declaration of Independence, the U.S. Constitution, and the Declaration of the Rights of Man and of the Citizen</p> <p>WH.20(C) explain the political philosophies of individuals such as John Locke, Thomas Hobbes, Voltaire, Charles de Montesquieu, Jean Jacques Rousseau, Thomas Aquinas, John Calvin, Thomas Jefferson, and William Blackstone</p> <p>WH.20(D) explain the significance of the League of Nations and the United Nations</p> <p>WH.21(A)^ describe how people have participated in supporting or changing their governments</p> <p>WH.21(C)^ identify examples of key persons who were successful in shifting political thought, including William Wilberforce</p> <p>WH.22(A) summarize the development of the rule of law from ancient to modern times</p> <p>WH.22(B) identify the influence of ideas regarding the right to a “trial by a jury of your peers” and 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</p> <p>WH.22(C) identify examples of politically motivated mass murders in Cambodia, China, Latin America, the Soviet Union, and Armenia</p> <p>WH.22(D) identify examples of genocide, including the Holocaust and genocide in the Balkans, Rwanda, and Darfur</p> <p>WH.22(E) identify examples of individuals who led resistance to political oppression such as Nelson Mandela, Mohandas Gandhi, Oscar Romero, Natan Sharansky, Las Madres de la Plaza de Mayo, and Chinese student protestors in Tiananmen Square</p> <p>WH.22(F) assess the degree to which American ideals have advanced human rights and democratic ideas throughout the world</p> |

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Knowledge and Skills Statements

- WH.17 Economics.** The student understands the impact of the Neolithic and Industrial revolutions and globalization on humanity.
- WH.18 Economics.** The student understands the historical origins of contemporary economic systems and the benefits of free enterprise in world history.
- WH.27 Science, technology, and society.** The student understands how major scientific and mathematical discoveries and technological innovations affected societies prior to 1750.
- WH.28 Science, technology, and society.** The student understands how major scientific and mathematical discoveries and technological innovations have affected societies from 1750 to the present.

| Rptg Cat | Readiness Standards | Supporting Standards |
|--|---|--|
| 5 Economics, Science, Technology, and Society | WH.17(A) identify important changes in human life caused by the Neolithic Revolution and the Industrial Revolution | WH.17(B) summarize the role of economics in driving political changes as related to the Neolithic Revolution and the Industrial Revolution |
| | WH.18(A) identify the historical origins and characteristics of the free enterprise system, including the contributions of Adam Smith, especially the influence of his ideas found in The Wealth of Nations | WH.17(C) summarize the economic and social impact of 20th century globalization WH.18(E) explain why communist command economies collapsed in competition with free market economies at the end of the 20th century |
| | WH.18(B) identify the historical origins and characteristics of communism, including the influences of Karl Marx | WH.18(F) formulate generalizations on how economic freedom improved the human condition, based on students' knowledge of the benefits of free enterprise in Europe's Commercial Revolution, the Industrial Revolution, and 20th-century free market economies, compared to communist command communities |
| | WH.18(C) identify the historical origins and characteristics of socialism | WH.27(A) identify the origin and diffusion of major ideas in mathematics, science, and technology that occurred in river valley civilizations, classical Greece and Rome, classical India, and the Islamic caliphates between 700 and 1200 and in China from the Tang to Ming dynasties |
| | WH.18(D) identify the historical origins and characteristics of fascism | WH.27(B) summarize the major ideas in astronomy, mathematics, and architectural engineering that developed in the Maya, Inca, and Aztec civilizations WH.27(C) explain the impact of the printing press on the Renaissance and the Reformation in Europe WH.27(D) describe the origins of the Scientific Revolution in 16th century Europe and explain its impact on scientific thinking worldwide |
| | | WH.27(E) identify the contributions of significant scientists such as Archimedes, Copernicus, Eratosthenes, Galileo, Pythagoras, Isaac Newton, and Robert Boyle |
| | | WH.28(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 |
| | | WH.28(B) explain the roles of military technology, transportation technology, communication technology, and medical advancements in initiating and advancing 19th century imperialism |
| | | WH.28(C) explain the effects of major new military technologies on World War I, World War II, and the Cold War |
| | | WH.28(D) explain the role of telecommunication technology, computer technology, transportation technology, and medical advancements in developing the modern global economy and society |
| | | WH.28(E) identify the contributions of significant scientists and inventors such as Marie Curie, Thomas Edison, Albert Einstein, Louis Pasteur, and James Watt |

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