

Social Studies TEKS Review Work Group C Working Document

World History Studies Working Document
Texas Essential Knowledge and Skills (TEKS) Social Studies

This working document reflects preliminary work of the State Board of Education's TEKS review work group for World History Studies. These recommendations are not yet final. Recommendations for changes to the TEKS are still under consideration by the work group and subject to change. The work group will finalize its draft recommendations at a future meeting. Numbering for the knowledge and skills statements in the document will be finalized when the proposal is prepared to file with the *Texas Register*.

Proposed additions are shown in green font with underline (additions). Proposed deletions are shown in red font with strikethroughs (~~deletions~~). Text proposed to be moved from its current student expectation is shown in purple italicized font with strikethrough (~~*moved text*~~) and is shown in the proposed new location in purple italicized font with underlines (*new text location*). Numbering for the knowledge and skills statements in the document will be finalized when the proposal is prepared to file with the *Texas Register*.

Comments in the right-hand column provide explanations for the proposed changes. Abbreviations in the explanations refer to the following.

MV: refers to multiple viewpoints
CA: refers to the content advisors

These recommendations are not yet final; they are still under consideration by the work group and are subject to change.

§113.72 113.42. World History Studies (One Credit), Adopted 2022 2018.

TEKS with edits		Work Group Comments/Rationale
(a)	General requirements. Students shall be awarded one unit of credit for successful completion of this course.	TEA Comment: Language in the general requirements and paragraphs (1) and (3)-(9) of the introduction has not been reviewed and will be addressed at a future meeting.
(b)	Introduction.	
(1)	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 in subsection (c) of this section. 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 constitutional 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.	

These recommendations are not yet final; they are still under consideration by the work group and are subject to change.

<p>(2)</p>	<p>The following periodization should serve as the framework for the organization of this course: 8000 BC-500 BC (Development of River Valley Civilizations); 500 BC-AD 600 (Classical Era); 600-1450 (Post-classical Era); 1450-1750 (Connecting Hemispheres); 1750-1914 (Age of Revolutions); and 1914-present (20th Century to the Present). <u>1200 CE-1450 CE (Expansion of Trade and Exchange); 1450 CE-1750 CE (Connecting Hemispheres); 1750 CE-1900 CE (Age of Empires and Revolutions); 1900 CE-1945 CE (Global Conflict); 1945 CE-present (The Modern World).</u> Specific events and processes may transcend these chronological boundaries.</p>	<p>TEA Comment: In response to SBOE and content advisor (CA) feedback, the work group recommends reorganizing the course into chronological strands by era.</p> <p>Feedback from stakeholders across the state and guidance from content experts informed the decision to reduce the number of time periods and TEKS in order to provide more inclusion, depth of understanding, and development of social studies skills. In order to consider vertical alignment among multiple courses, current SE's, and time periods not addressed are recommended for earlier grade levels.</p> <p>Stakeholder feedback and guidance from content experts informed the decision to begin the course at 1200 CE. The following is the rationale provided by the group on why 1200 CE was chosen as the starting point of the course versus other years. Starting the course at 600 CE would put the content focus primarily on a specific religion, which would deemphasize inclusivity. Starting the course at 1000 CE would only add more Eurocentric content. Starting at 1200 CE includes the importance of religion and government in multiple regions of the world, while at the same time including groups that are sometimes marginalized in history. Also, starting at 1200 CE allows for the acknowledgement of the cultural and historical independence of regions before the world was fully interconnected.</p> <p>Time designation was changed from BC/AD to BCE/CE for alignment with higher education and professionals in the field of history. This time designation change also provides inclusivity to all people.</p>
------------	---	--

These recommendations are not yet final; they are still under consideration by the work group and are subject to change.

(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, constitutions, biographies, autobiographies, speeches, letters, literature, music, art, and architecture is encouraged. Motivating resources are available from museums, art galleries, and historical sites.	
(4)	The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (c) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies.	
(5)	A greater depth of understanding of complex content material can be attained by integrating social studies 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. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.	
(6)	Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.	
(7)	Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation, as referenced in the Texas Education Code (TEC), §28.002(h).	
(8)	Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.	

These recommendations are not yet final; they are still under consideration by the work group and are subject to change.

(9)	State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.	
(A)	Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.	
(B)	Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text from the Declaration of Independence: "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."	
(10)	Students discuss how and whether the actions of U.S. citizens and the local, state, and federal governments have achieved the ideals espoused in the founding documents.	
(c)	Knowledge and skills.	TEA Comment: KS statements and SEs are grayed out if they have not been addressed by the work group or if they have incomplete revisions.
(1)	History. The student understands traditional historical points of reference in world history. The student is expected to:	
(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;	SE is recommended for inclusion in the middle school curriculum.

These recommendations are not yet final; they are still under consideration by the work group and are subject to change.

(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;	SE is recommended for inclusion in the middle school curriculum.
(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 major world religions and their impact on Asia, Africa, and Europe and the Mongol invasions and their impact on Europe, China, India, and Southwest Asia;	
(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;	
(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; and	
(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.	
(2)	History. The student understands how early civilizations developed from 8000 BC to 500 BC. The student is expected to:	
(A)	summarize the impact of the development of farming (Neolithic Revolution) on the creation of river valley civilizations;	
(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 the contributions and influence of classical civilizations from 500 BC to AD 600 on subsequent civilizations. The student is expected to:	

These recommendations are not yet final; they are still under consideration by the work group and are subject to change.

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

WORKING DOCUMENT

These recommendations are not yet final; they are still under consideration by the work group and are subject to change.

<p>(4)</p>	<p><u>1200 CE- 1450 CE: Expansion of Trade and Exchange History</u>. The student understands how, after the collapse of classical empires, new political, economic, and social systems evolved and expanded from <u>1200</u> 600 to 1450. The student is expected to:</p>	<p>TEA Comment: The work group started revising this section at the first meeting. In a follow-up meeting they switched to a backwards-by-design approach, beginning with 1945-Present. The work group will complete revisions to this section/strand at a future meeting.</p> <p>Time frame has been revised in this course in order to provide more in-depth coverage of required content for better understanding based upon stakeholder, content advisors, and SBOE feedback that more historical content be taught at younger grade levels.</p> <p>Feedback from stakeholders across the state and guidance from content experts informed the decision to reduce the number of time periods and TEKS in order to provide more inclusion, depth of understanding, and development of social studies skills. In order to consider vertical alignment among multiple courses, current SE's, and time periods not addressed are recommended for earlier grade levels.</p> <p>Based upon feedback from stakeholders and guidance from content experts informed the decision to begin the course at 1200 to be more inclusive of global history. Moving the course back to 1000 it would only add more Eurocentric content. Moving the course back to 600, content would be focused primarily on a specific religion, which would deemphasize inclusivity. Starting at 1200 includes the importance of religion and government in multiple regions of the world, while at the same time including groups that are sometimes marginalized in history. Also, starting at 1200 allows for the acknowledgement of the cultural and historical independence of regions before the world was fully interconnected.</p>
------------	---	--

These recommendations are not yet final; they are still under consideration by the work group and are subject to change.

<p>(A)</p>	<p>Analyze the effect of <i>geographic factors</i> on trade networks, including Trans-Saharan and <i>Indian Ocean</i> (G);</p> <p>Evaluate the effect of trade on <i>human interactions</i> in the Indian Ocean, <i>Trans-Saharan</i>, and revitalized <i>Silk Road</i> networks, including the diffusion of culture, spread of religion, and technological advancements (E, G, H);</p>	<p>Revision and clarification of 15(B) and 4 (I) Reorganization from strand to era. TEKS guide: monsoons on Indian Ocean</p> <p>TEKS guide: Diffusion of culture includes art, architecture, food, and language; religions include Buddhism, Islam, and Hinduism; technology includes lateen sails, dhow ships, astrolabe, compass;</p>
	<p>**Explain the development of the Abbasid Caliphate, the Empire of Mali, the Mongols, and Swahili city-states.</p>	
	<p>**Explain how the interactions within Afro-Eurasia, including Feudal Europe, the Abbasid Caliphate, the Empire of Mali, and the Mongols, contributed to cultural, economic, and social changes.</p>	<p>Revision and clarification TEKS guide: Islamic Spain</p>
<p>(A)</p>	<p>explain the development of Roman Catholicism and Eastern Orthodoxy as social and political factors in medieval Europe and the Byzantine Empire;</p>	<p>SE is recommended for inclusion in the middle school curriculum.</p>
<p>(B)</p>	<p>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;</p>	<p>SE is recommended for inclusion in the middle school curriculum.</p>
<p>(C)</p>	<p>explain the political, economic, and social impact of Islam on Europe, Asia, and Africa;</p>	
<p>(D)</p>	<p>describe the interactions among Muslim, Christian, and Jewish societies in Europe, Asia, and North Africa;</p>	
<p>(E)</p>	<p>describe the interactions between Muslim and Hindu societies in South Asia;</p>	
<p>(F)</p>	<p>explain how the <i>Crusades</i>, the Black Death, and the Hundred Years' War contributed to the end of medieval Europe;</p>	<p>SE is recommended for inclusion in the middle school curriculum.</p>
<p>(G)</p>	<p>summarize the major political, economic, and cultural developments in Tang and Song China and their impact on Eastern Asia;</p>	<p>SE is recommended for inclusion in the middle school curriculum.</p>

These recommendations are not yet final; they are still under consideration by the work group and are subject to change.

(H)	explain the evolution and expansion of the slave trade;	
(I)	analyze how the Silk Road and the African gold-salt trade facilitated the spread of ideas and trade; and	SE is recommended for inclusion in the middle school curriculum.
(J)	summarize the changes resulting from the Mongol invasions of Russia, China, and the Islamic world.	
(5)	History. The student understands the causes, characteristics, and impact of the European Renaissance and the Reformation from 1450 to 1750. The student is expected to:	
(A)	explain the political, intellectual, artistic, economic, and religious impact of the Renaissance; and	
(B)	explain the political, intellectual, artistic, economic, and religious impact of the Reformation.	
(6)	History. The student understands the characteristics and impact of the Maya, Inca, and Aztec civilizations. The student is expected to:	
(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; and	
(B)	explain how the Inca and Aztec empires were impacted by European exploration/colonization.	
(7)	History. The student understands the causes and impact of increased global interaction from 1450 to 1750. The student is expected to:	
(A)	analyze the causes of European expansion from 1450 to 1750;	
(B)	explain the impact of the Columbian Exchange;	
(C)	explain the impact of the Atlantic slave trade on West Africa and the Americas;	

These recommendations are not yet final; they are still under consideration by the work group and are subject to change.

(D)	explain the impact of the Ottoman Empire on Eastern Europe and global trade;	
(E)	explain Ming China's impact on global trade; and	
(F)	explain new economic factors and principles of Europe's Commercial Revolution.	
(8)	History. The student understands the causes and the global impact of the Industrial Revolution and European imperialism from 1750 to 1914. The student is expected to:	
(A)	explain how the Industrial Revolution led to political, economic, and social changes;	
(B)	identify the major political, economic, and social motivations that influenced European imperialism;	
(C)	explain the major characteristics and impact of European imperialism; and	
(D)	explain the effects of free enterprise in the Industrial Revolution.	
(9)	History. The student understands the causes and effects of major political revolutions between 1750 and 1914. The student is expected to:	
(A)	compare the causes, characteristics, and consequences of the American and French revolutions, emphasizing the role of the Enlightenment;	
(B)	explain the impact of Napoleon Bonaparte and the Napoleonic Wars on Europe and Latin America;	
(C)	trace the influence of the American and French revolutions on Latin America, including the role of Simón Bolívar; and	
(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.	

These recommendations are not yet final; they are still under consideration by the work group and are subject to change.

(10)	History. The student understands the causes and impact of World War I. The student is expected to:	
(A)	identify the importance of imperialism, nationalism, militarism, and the alliance system in causing World War I;	
(B)	identify major characteristics of World War I, including total war, trench warfare, modern military technology, and high casualty rates;	
(C)	explain the political and economic impact of the Treaty of Versailles, including changes in boundaries and the mandate system; and	
(D)	identify the causes of the February (March) and October (November) 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.	
(11)	History. The student understands the causes and impact of the global economic depression immediately 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 responses of governments to the global depression such as in the United States, Germany, Great Britain, and France.	
(12)	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 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; and	
(C)	explain the major causes and events of World War II, including the German invasions of Poland and the Soviet Union, the Holocaust, the attack on Pearl Harbor, the Normandy landings, and the dropping of the atomic bombs.	

These recommendations are not yet final; they are still under consideration by the work group and are subject to change.

(13)	History. The student understands the impact of major events associated with the Cold War and independence movements. The student is expected to:	TEA Comment: Comments in this section indicate where content from the current TEKS will be relocated within the new strands, which will be in chronological order. These changes will be reflected in a future document from the work group. Moved to the 1945-Present: The Modern World-- The Cold War strand
(A)	summarize how the outcome of World War II contributed to the development of the Cold War;	Moved to the 1945-Present: The Modern World-- The Cold War strand
(B)	summarize the factors that contributed to communism in China, including Mao Zedong's role in its rise;	Moved to the 1945-Present: The Modern World-- The Cold War strand
(C)	identify major events of the Cold War, including the Korean War, the Vietnam War, and the arms race;	Moved to the 1945-Present: The Modern World-- The Cold War strand
(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;	Moved to the 1945-Present: The Modern World-- The Cold War strand
(E)	summarize the rise of independence movements in Africa, the Middle East, and South Asia and reasons for ongoing conflicts; and	New sub strand added to the KS: 1945-Present: The Modern World-- Independence Movements and Decolonization This SE has been split apart to add specificity.
(F)	discuss factors contributing to the Arab-Israeli conflict, including the rejection of the existence of the state of Israel by the Arab League and a majority of Arab nations.	Moved to the 1945-Present: The Modern World-- Independence Movements and Decolonization SE was deleted to address the creation of Israel and is more inclusive of varying points of view.

These recommendations are not yet final; they are still under consideration by the work group and are subject to change.

(14)	History. The student understands the development and use of radical Islamic terrorism in the second half of the 20th century and the early 21st century. The student is expected to:	Deleting KS 14 and embedding the content of this strand into the new 1945-Present: The Modern World-- Globalization sub strand. Focusing content on a single religious group leads to student misunderstandings and potential conflict among students. Terrorism is a global issue that is not related to a single region or religion.
(A)	explain the impact of geopolitical influences on the development of radical Islamic terrorism;	SE replaced by The Modern World-- Globalization sub strand SE (G) Replacing 14A: rewritten to include more global perspectives. Focusing on a single religious group leads to student misunderstandings and potential conflict among students. Terrorism is a global issue that is not related to a single region or religion.
(B)	explain the impact of radical Islamic terrorism on global events; and	SE replaced by The Modern World-- Globalization sub strand SE (H) Replacing 14B: rewritten to include more global perspectives. Focusing on a single religious group leads to student misunderstandings and potential conflict among students. Terrorism is a global issue that is not related to a single region or religion.
(C)	explain the U.S. response to the events surrounding September 11, 2001, and other acts of radical Islamic terrorism.	SE replaced by The Modern World-- Globalization sub strand SE (I) Deletions from 14C were made so that the focus was not on a single religious group and to prevent student misunderstandings or potential conflict. Terrorism is a global issue that is not related to a single region or religion.

These recommendations are not yet final; they are still under consideration by the work group and are subject to change.

	<u>1945-Present: The Modern World</u>	<p>TEA Comment: KSs and SEs for the new 1945-Present strand begin here.</p> <p>Work group decided to use the backwards designed model to ensure the intentional weaving of concepts throughout history.</p> <p>Knowledge and Skills statements will be numbered once the rest of the Knowledge and Skills statements/TEKS are completed</p>
(KS)	<u>1945-Present: The Modern World--Human Rights. The student understands the concept of human rights and how it applies to events beginning in the second half of the 20th century. The student is expected to:</u>	
(A)	<u>analyze the motivations for the development of an international definition of human rights in response to World War II, including the Holocaust;</u>	21F has been expanded to include a more global perspective of human rights.
(B)	<u>summarize the term human rights according to the Universal Declaration of Human Rights;</u>	21F has been expanded to include the United Nations definition of human rights. So that students will be able to apply and recognize when human rights are protected or denied throughout the world.
(C)	<u>identify examples of human rights violations that occur after World War II;</u>	<p>SE was added so that student can recognize patterns of human rights violations as a traceable concept from the Holocaust to the present.</p> <p>TEKS Guide: examples could include Mao in China, Cambodia, Darfur, Rwanda, Balkans, Las Madres de la Plaza de Mayo</p>
(D)	<u>identify examples of democratic American ideals, including American, that have advanced human rights and democratic ideas throughout the world; and</u>	SE (21F) was modified to add specificity explaining how democratic ideals advance human rights. Democratic ideals are not confined to the United States

These recommendations are not yet final; they are still under consideration by the work group and are subject to change.

(E)	<u>explain how human rights, such as suffrage, leadership in government and business, and access to education, have expanded to include underrepresented groups.</u>	Connecting the role of human rights to the expanding opportunities of underrepresented groups. Through the expansion of human rights, underrepresented groups have had a greater voice in society. Suffrage has been expanded throughout the world and as a result, more groups are represented in government and business.
(KS)(13)	<u>1945-Present: The Modern World--The Cold War. The student understands the impact of major events associated with the Cold War and independence movements. The student is expected to:</u>	KS 13 was moved here for the chronological strand framework.
(A)	<u>analyze summarize how the outcome of World War II contributed to the development of the Cold War;</u>	SE 13(A) was moved to fit chronologically
(B)	<u>describe how the continuing ideological struggle between democracy in the United States and Western Europe and communism in the Soviet Union and satellite nations led to the Cold War and the rise of mutual defense agreements including the Warsaw Pact and the North Atlantic Treaty Organization;</u>	SE was added to encompass more aspects of the differences between communism and democracy. Defense agreements were included to help students understand the relationship between nations and make connections throughout the time period. TEKs Guide: Spiral back to democracy/free market and communism in the revolution's unit.
(C)	<u>explain how the arms race and space race are a result of the ideological struggle of the Cold War;</u>	This is replacing a portion of 13C and 27C in order to connect technological advancements to specific historical events.
(D)	<u>explain how proxy wars in Korea and Afghanistan (1980s) are a result of the ideological struggle of the Cold War;</u>	This is replacing a portion of 13C. The Proxy wars of Korea and Afghanistan were chosen to give a more global perspective of ideological struggles during the Cold War. Afghanistan was chosen as an example of a Soviet initiated proxy war. It was also chosen to provide background on historical events such as September 11, 2001 and continuing conflict in the region today. Korea was chosen as an early

These recommendations are not yet final; they are still under consideration by the work group and are subject to change.

		example of the ideological struggle between democracy and communism that still occurs today.
(E)	<u>analyze</u> explain <i>the roles of modern world leaders, including Ronald Reagan and Mikhail Gorbachev, Lech Walesa, and Pope John Paul II, in the collapse of communism in Eastern Europe and the Soviet Union;</i>	13D was modified to remove Pope John Paul II and Lech Walesa so that students could focus on major global political leaders and also to increase vertical alignment with United States History.
(F)	summarize <u>identify the factors that contributed to communism in China and evaluate the influence of the Soviet Union and the rise of</u> including Mao Zedong role in its rise ;	13B modified for specificity and to provide a more assessable cognitive verb. The Soviet Union was added to ensure students see connections throughout the Cold War period. TEKS Guide: Factors could include Japanese imperialism, the conflict between the Nationalists and Communists, The Long March, the Great Leap Forward
(G)	<u>identify human rights abuses under the leadership of Mao Zedong, including the Cultural Revolution;</u>	21C was broken into components to provide specificity for events during the Cold War. In addition, the Cultural Revolution was added to spiral the concept of human rights.
(H)	<u>evaluate methods of resistance to government oppression, including the citizen response in Tiananmen Square; and</u>	21E was broken into components to provide specificity.
(I)	<u>examine the rise of China’s economy including the role of Deng Xiaoping and his reforms enabling its continued global economic relevance.</u>	17E was rewritten to add specificity. The standard now addresses how communist economies had to change in order to compete with free market economies.

These recommendations are not yet final; they are still under consideration by the work group and are subject to change.

(KS)	<u>1945-Present: The Modern World--Independence Movements and Decolonization. <i>The student understands the impact of major events associated with the independence movements and decolonization. The student is expected to:</i></u>	
(A)	<u>analyze reasons for the collapse of communism in Eastern Europe and the breakup of the Soviet Union, including glasnost and perestroika;</u>	<p>Incorporates components of 17E in a historical context. Students will understand political and cultural influences in addition to the economic factors that led to the collapse of communism in the Soviet Union and Eastern Europe.</p> <p>TEKS Guide: other possible reasons for the collapse of communism in Eastern Europe and the Soviet Union could include: a desire for political participation, economic freedom, demokratizatsiya, and redrawing political boundaries.</p>
(B)	<u>compare the independence movements of India and Ghana including the roles of <i>Mohandas Gandhi</i> and Kwame Nkrumah;</u>	<p>Replacing 13E to clarify the student expectation. India and Ghana were chosen to address feedback concerning inclusivity. Gandhi was added to this SE from 21E. Ghana was one of the countries that gained independence and it spirals from previous learning. It is also a case study that demonstrates the pattern of independence movements in Africa.</p>
(C)	<u>identify contributing factors leading to the creation of the state of Israel and compare the responses of neighboring nations and people;</u>	<p>Replaces 13F because the verb “identify” is more assessable than “discuss”. The new SE addresses the creation of Israel and is more inclusive of varying points of view.</p> <p>TEKS Guide: Possible neighboring nations and peoples could include: Egypt, Iran, Syria and the Palestinians</p>
(D)	<u>analyze the connections between decolonization and human rights abuses, including the <i>genocides in Rwanda and Darfur</i>;</u>	<p>21D was broken into components to provide specificity and it was added to spiral the concept of human rights.</p>

These recommendations are not yet final; they are still under consideration by the work group and are subject to change.

(E)	<u>analyze the breakup of Yugoslavia and role of ethnic cleansing as a violation of human rights; and</u>	21D was broken into components to provide specificity (Yugoslavia replaces the Balkans for the original SE) and it was added to spiral the concept of human rights.
(F)	discuss factors contributing to the Arab-Israeli conflict, including the rejection of the existence of the state of Israel by the Arab League and a majority of Arab nations.	Based on survey responses the TEK was too vague and to include varying points of view.
(F)	<u>explain how the independence movement of South Africa is different from India and Ghana, including the role of <i>Nelson Mandela</i>.</u>	Nelson Mandela was added to this SE from 21E. It more explicitly covers 20A and 20B in historical context. Students are asked to compare in order to address the recommendations from work group B and content advisors that content specific skills be embedded.
(KS)	<u>1945-Present: The Modern World--Globalization</u> <i>The student understands</i> how the achievements and challenges of a more interconnected world. major scientific and mathematical discoveries and technological innovations have affected societies from 1750 to the present. <i>The student is expected to:</i>	
(A)	<u>explain the role of telecommunication technology and computer technology,</u> transportation technology, and medical advancements <u>in developing the modern global economy and society, such as internet, cell phones, social media, smart technology, artificial intelligence; and</u>	SE 27D has been broken down into parts for clarity and specificity. This new SE focuses on the role of telecommunication and computer technology.
(B)	<u>explain the role of</u> telecommunication technology, computer technology, transportation technology, and medical advancements <u>in developing the modern global economy and society, such as containerization, air travel, automobiles, mass transit;</u>	SE 27D has been broken down into parts for clarity and specificity. This new SE focuses on the role of transportations technology.
(C)	<u>explain the impact of the Green Revolution, such as genetic modifications, high yield seeds, fertilizers, pesticides, herbicides, and machinery, on society;</u>	SE has been added to address the importance of advancements in agriculture which have significant historical impacts across time. Content spirals to the second agricultural revolution and helps

These recommendations are not yet final; they are still under consideration by the work group and are subject to change.

		students to have a better understanding of the impacts of the availability of food.
(D)	<u>explain the role of telecommunication technology, computer technology, transportation technology, and medical advancements in improving quality of life and their impact on developing the modern global economy and society, such as pharmacological, diagnostic, surgical, and therapeutic advances;</u>	SE 27D has been broken down into parts for clarity and specificity. This new SE focuses on medical advancements.
(E)	<u>explain the impact of globalization describe the economic impact of globalization on the economy and society, such as multinational corporations, global tariffs, trade agreements, oil dependency, non-governmental organizations, consumerism, and out-sourcing of labor;</u>	SE 16C was moved and reworded in order to provide specificity.
(F)	<u>describe how social and intellectual movements of the modern world impacted changes in society;</u>	<p>This SE was added to address changes in familial structure in the modern era and to encompass what was in 23A with more specificity. The new SE also provides opportunities for the inclusion of all members of society.</p> <p>TEKS Guide: possible examples of social and intellectual movements could include: civil rights movements, elimination of the caste system, equal pay, expanding suffrage, expansion of education</p>
(G)	<u>explain the role of geopolitical and religious forces in the development of modern terrorism;</u>	<p>Replacing 14A: rewritten to include more global perspectives. Focusing on a single religious group leads to student misunderstandings and potential conflict among students. Terrorism is a global issue that is not related to a single region or religion.</p> <p>Work group analyzed numerous standard exemplars from other states in order to write this SE. SE is intentionally broad to avoid alienating student populations in the classroom and mirrors the approach taken by other states.</p>

These recommendations are not yet final; they are still under consideration by the work group and are subject to change.

		TEKS Guide: possible examples could include: IRA in Ireland; Al Qaeda in SW Asia; Basque (ETA) in Spain; Boko Haram; ISIS
(H)	<u>analyze the effects of modern terrorism on local populations, including social and economic disruptions; and</u>	<p>Replacing 14B: rewritten to include more global perspectives. Focusing on a single religious group leads to student misunderstandings and potential conflict among students. Terrorism is a global issue that is not related to a single region or religion.</p> <p>Work group analyzed numerous standard exemplars from other states in order to write this SE. SE is intentionally broad to avoid alienating student populations in the classroom and mirrors the approach taken by other states.</p> <p>TEKS Guide: possible examples could include the effects of actions by: IRA in Ireland; Al Qaeda in SW Asia; Basque (ETA) in Spain; Boko Haram; ISIS</p>
(I)	<u>analyze the varying responses of world governments to modern terrorism, including explain the U.S. response to the events surrounding September 11, 2001.</u> and other acts of radical Islamic terrorism.	<p>The new SE addresses varying government responses to terrorism to broaden student understanding of the global issue of terrorism.</p> <p>Keeping the specificity of 14B helps explain the significance of September 11, 2001 as a historical inflection point. Including September 11, 2001 vertically aligns with high school United States History while allowing students to make an explicit connection between United States History and World History.</p> <p>Deletions from 14B were made so that the focus was not on a single religious group and to prevent student misunderstandings or potential conflict.</p>

These recommendations are not yet final; they are still under consideration by the work group and are subject to change.

		<p>Terrorism is a global issue that is not related to a single region or religion.</p> <p>Work group analyzed numerous standard exemplars from other states in order to write this SE. SE is intentionally broad to avoid alienating student populations in the classroom and mirrors the approach taken by other states.</p>
	Work group completed the 1945-Present Strand	<p>TEA Comment: Proposed revisions stop here. The SEs below are still under review by the work group and will be considered at a future meeting. Concepts related to the proposed new 1945-Present strand have been addressed above as appropriate (See styles and Work Group Comments).</p>
(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 directly related to major eras and turning points in world history;	
(B)	analyze the influence of human and physical geographic factors on major events in world history such as the development of river valley civilizations, trade in the Indian Ocean, and the opening of the Panama and Suez canals; and	Moved to 4A
(C)	interpret maps, charts, and graphs to explain how geography has influenced people and events in the past.	
(16)	Economics. The student understands the impact of the Neolithic and Industrial revolutions and globalization on humanity. The student is expected to:	
(A)	identify important changes in human life caused by the Neolithic Revolution;	
(B)	summarize the role of economics in driving political changes as related to the Industrial Revolution; and	

These recommendations are not yet final; they are still under consideration by the work group and are subject to change.

(C)	describe the economic impact of globalization.	Moved to 1945-Present: Globalization strand SE (E).
(17)	Economics. The student understands the historical origins of contemporary economic systems and the benefits of free enterprise in world history. The student is expected to:	
(A)	identify the historical origins and characteristics of the free enterprise system, including the influence of Adam Smith;	
(B)	identify the historical origins and characteristics of communism, including the influence of Karl Marx;	
(C)	identify the historical origins and characteristics of socialism;	
(D)	identify the historical origins and characteristics of fascism; and	
(E)	explain why communist command economies collapsed in competition with free market economies at the end of the 20th century.	The standard, as written, is not fully accurate, because communist command economies did not fully collapse by the end of the 20 th century. The standard also implies that communist economies collapsed only because of competition with free market economies. Additionally, the standard does not fully address other factors such as a desire for political participation and western cultural influences. Economic factors that contribute to the collapse of many command economies are addressed within their historical context.
(18)	Government. The student understands the characteristics of major political systems throughout history. The student is expected to:	
(A)	identify the characteristics of monarchies and theocracies as forms of government in early civilizations; and	

These recommendations are not yet final; they are still under consideration by the work group and are subject to change.

(B)	identify the characteristics of the following political systems: theocracy, absolute monarchy, democracy, republic, oligarchy, limited monarchy, and totalitarianism.	
(19)	Government. The student understands how contemporary political systems have developed from earlier systems of government. The student is expected to:	
(A)	explain the development of democratic-republican government from its beginnings in Judeo-Christian legal tradition and classical Greece and Rome through the French Revolution;	
(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;	
(C)	explain the political philosophies of individuals such as John Locke, Thomas Hobbes, Voltaire, Charles de Montesquieu, Jean Jacques Rousseau, Thomas Aquinas, John Calvin, and William Blackstone; and	
(D)	explain the significance of the League of Nations and the United Nations.	
(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)	describe how people have participated in supporting or changing their governments;	SE addressed more explicitly in multiple eras to provide historical context
(B)	describe the rights and responsibilities of citizens and noncitizens in civic participation throughout history; and	SE addressed more explicitly in multiple eras to provide historical context
(C)	identify examples of key persons who were successful in shifting political thought, including William Wilberforce.	SE addressed more explicitly in multiple eras to provide historical context
(21)	Citizenship. The student understands the historical development of significant legal and political concepts related to the rights and responsibilities of citizenship. The student is expected to:	

These recommendations are not yet final; they are still under consideration by the work group and are subject to change.

(A)	summarize the development of the rule of law from ancient to modern times;	
(B)	identify the origins 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" from sources including the Judeo-Christian legal tradition and in Greece and Rome;	
(C)	identify examples of politically motivated mass murders such as in Cambodia, China, Latin America, and the Soviet Union;	Moved to 1950-Present: Human Rights
(D)	identify examples of genocide, including the Holocaust and genocide in Armenia, the Balkans, Rwanda, and Darfur;	Holocaust and genocide in Armenia will be covered in 1900-1945. The examples of genocide will be cited with their events where they fit chronologically
(E)	identify examples of individuals who led resistance to political oppression such as Nelson Mandela, Mohandas Gandhi, Las Madres de la Plaza de Mayo, and Chinese student protestors in Tiananmen Square; and	Individuals that led resistance to political oppression will be cited with their political events where they fit chronologically. This content was moved to the 1950-Present strand.
(F)	identify examples of American ideals that have advanced human rights and democratic ideas throughout the world.	Moved to 1945-Present: Human Rights
(22)	Culture. The student understands the history and relevance of major religious and philosophical traditions. The student is expected to:	
(A)	describe the historical origins and central ideas in the development of monotheism;	
(B)	describe the historical origins, central ideas, and spread of major religious and philosophical traditions, including Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, and Sikhism; and	
(C)	identify examples of religious influence on various events referenced in the major eras of world history.	SE addressed more explicitly in multiple eras to provide historical context

These recommendations are not yet final; they are still under consideration by the work group and are subject to change.

(23)	Culture. The student understands the roles of women, children, and families in different historical cultures. The student is expected to:	
(A)	describe the changing roles of women, children, and families during major eras of world history; and	
(B)	describe the major influences of women during major eras of world history such as Elizabeth I, Queen Victoria, Mother Teresa, Indira Gandhi, Margaret Thatcher, and Golda Meir.	
(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;	
(B)	summarize the fundamental ideas and institutions of Western civilizations that originated in Greece and Rome;	
(C)	explain how the relationship between Christianity and Humanism that began with the Renaissance influenced subsequent political developments; and	
(D)	explain how geopolitical and religious influences have impacted law and government in the Muslim world.	
(25)	Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:	
(A)	analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced; and	
(B)	describe examples of art, music, and literature that transcend the cultures in which they were created and convey universal themes.	
(26)	Science, technology, and society. The student understands how major scientific and mathematical discoveries and technological innovations affected societies prior to 1750. The student is expected to:	

These recommendations are not yet final; they are still under consideration by the work group and are subject to change.

(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, the Islamic caliphates between 700 and 1200, and China from the Tang to Ming dynasties;	
(B)	summarize the major ideas in astronomy, mathematics, and architectural engineering that developed in the Maya, Inca, and Aztec civilizations;	
(C)	explain the impact of the printing press on the Renaissance and the Reformation in Europe;	
(D)	describe the origins of the Scientific Revolution in 16th century Europe and explain its impact on scientific thinking worldwide; and	
(E)	identify the contributions of significant scientists such as Archimedes, Copernicus, Eratosthenes, Galileo, Pythagoras, Isaac Newton, and Robert Boyle.	
(27)	Science, technology, and society. The student understands how major scientific and mathematical discoveries and technological innovations have affected societies from 1750 to the present. The student is expected to:	
(A)	explain the role of textile manufacturing, steam technology, development of the factory system, and transportation technology in the Industrial Revolution;	
(B)	explain the roles of military technology, transportation technology, communication technology, and medical advancements in initiating and advancing 19th century imperialism;	
(C)	explain the effects of major new military technologies on World War I, World War II, and the Cold War;	
(D)	explain the role of telecommunication technology, computer technology, transportation technology, and medical advancements in developing the modern global economy and society; and	Moved to 1945-Present and broken up in order to provide more specificity
(E)	identify the contributions of significant scientists and inventors such as Marie Curie, Thomas Edison, Albert Einstein, Louis Pasteur, and James Watt.	

These recommendations are not yet final; they are still under consideration by the work group and are subject to change.

(28)	Social studies skills. The student understands how historians use historiography to interpret the past and applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:	
(A)	identify methods used by archaeologists, anthropologists, historians, and geographers to analyze evidence;	
(B)	explain how historians analyze sources for frame of reference, historical context, and point of view to interpret historical events;	
(C)	analyze primary and secondary sources to determine frame of reference, historical context, and point of view;	
(D)	evaluate the validity of a source based on bias, corroboration with other sources, and information about the author;	
(E)	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; and	
(F)	construct a thesis on a social studies issue or event supported by evidence.	
(29)	Social studies skills. The student uses geographic skills and tools to collect, analyze, and interpret data. The student is expected to:	
(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)	analyze and compare geographic distributions and patterns in world history shown on maps, graphs, charts, and models.	
(30)	Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	
(A)	use social studies terminology correctly;	

These recommendations are not yet final; they are still under consideration by the work group and are subject to change.

(B)	use effective written communication skills, including proper citations and avoiding plagiarism; and	
(C)	interpret and create written, oral, and visual presentations of social studies information.	
(31)	Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to 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.	