























| Subject  | Chapter 113. Texas Essential Knowledge and Skills for Social Studies   |  |         |            |
|--|--|--|---------|------------|
| Course Title   | §113.42. World History Studies (One Credit), Beginning with School Year 2011-2012.   |  |         |            |
| TEKS (Knowledge and Skills)  | Student Expectation  | Breakout   | Element | Subelement |
| (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: | (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 | (iii) describe the major political influences of China   |         |            |
| (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: | (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 | (iv) describe the major political influences of Israel   |         |            |
| (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: | (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 | (v) describe the major political influences of Greece  |         |            |
| (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: | (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 | (vi) describe the major political influences of Rome   |         |            |
| (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: | (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 | (vii) describe the major religious/philosophical influences of Persia  |         |            |
| (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: | (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 | (viii) describe the major religious/philosophical influences of India  |         |            |
| (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: | (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 | (ix) describe the major religious/philosophical influences of China  |         |            |
| (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: | (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 | (x) describe the major religious/philosophical influences of Israel, including the development of monotheism     |         |            |
| (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: | (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 | (xi) describe the major religious/philosophical influences of Israel, including the development of Judaism       |         |            |
| (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: | (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 | (xii) describe the major religious/philosophical influences of Israel, including the development of Christianity |         |            |

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| (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: | (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 | (xiii) describe the major religious/philosophical influences of Greece   |         |            |
| (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: | (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 | (xiv) describe the major religious/philosophical influences of Rome, including the development of monotheism   |         |            |
| (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: | (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 | (xv) describe the major religious/philosophical influences of Rome, including the development of Judaism       |         |            |
| (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: | (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 | (xvi) describe the major religious/philosophical influences of Rome, including the development of Christianity |         |            |
| (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: | (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 | (xvii) describe the major cultural influences of Persia  |         |            |
| (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: | (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 | (xviii) describe the major cultural influences of India  |         |            |
| (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: | (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 | (xix) describe the major cultural influences of China  |         |            |
| (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: | (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 | (xx) describe the major cultural influences of Israel  |         |            |
| (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: | (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 | (xxi) describe the major cultural influences of Greece   |         |            |
| (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: | (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 | (xxii) describe the major cultural influence of Rome   |         |            |

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| (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:                    | (B) explain the impact of the fall of Rome on Western Europe   | (i) explain the impact of the fall of Rome on Western Europe   |         |            |
| (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:                    | (C) compare the factors that led to the collapse of Rome and Han China   | (i) compare the factors that led to the collapse of Rome and Han China                                 |         |            |
| (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. The student is expected to: | (A) explain the development of Christianity as a unifying social and political factor in medieval Europe and the Byzantine Empire  | (i) explain the development of Christianity as a unifying social factor in medieval Europe             |         |            |
| (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. The student is expected to: | (A) explain the development of Christianity as a unifying social and political factor in medieval Europe and the Byzantine Empire  | (ii) explain the development of Christianity as a unifying social factor in the Byzantine Empire       |         |            |
| (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. The student is expected to: | (A) explain the development of Christianity as a unifying social and political factor in medieval Europe and the Byzantine Empire  | (iii) explain the development of Christianity as a unifying political factor in medieval Europe        |         |            |
| (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. The student is expected to: | (A) explain the development of Christianity as a unifying social and political factor in medieval Europe and the Byzantine Empire  | (iv) explain the development of Christianity as a unifying political factor in the Byzantine Empire    |         |            |
| (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. The student is expected to: | (B) explain the characteristics of Roman Catholicism and Eastern Orthodoxy   | (i) explain the characteristics of Roman Catholicism   |         |            |
| (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. The student is expected to: | (B) explain the characteristics of Roman Catholicism and Eastern Orthodoxy   | (ii) explain the characteristics of Eastern Orthodoxy  |         |            |
| (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. The student is expected to: | (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 | (i) describe the major characteristics of the political/social system of feudalism                     |         |            |
| (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. The student is expected to: | (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 | (ii) describe the major characteristics of the economic system of manorialism                          |         |            |
| (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. The student is expected to: | (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 | (iii) describe the factors contributing to the development of the political/social system of feudalism |         |            |

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| (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. The student is expected to: | (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 | (iv) describe the factors contributing to the development of the economic system of manorialism |         |            |
| (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. The student is expected to: | (D) explain the political, economic, and social impact of Islam on Europe, Asia, and Africa  | (i) explain the political impact of Islam on Europe   |         |            |
| (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. The student is expected to: | (D) explain the political, economic, and social impact of Islam on Europe, Asia, and Africa  | (ii) explain the political impact of Islam on Asia  |         |            |
| (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. The student is expected to: | (D) explain the political, economic, and social impact of Islam on Europe, Asia, and Africa  | (iii) explain the political impact of Islam on Africa   |         |            |
| (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. The student is expected to: | (D) explain the political, economic, and social impact of Islam on Europe, Asia, and Africa  | (iv) explain the economic impact of Islam on Europe   |         |            |
| (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. The student is expected to: | (D) explain the political, economic, and social impact of Islam on Europe, Asia, and Africa  | (v) explain the economic impact of Islam on Asia  |         |            |
| (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. The student is expected to: | (D) explain the political, economic, and social impact of Islam on Europe, Asia, and Africa  | (vi) explain the economic impact of Islam on Africa   |         |            |
| (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. The student is expected to: | (D) explain the political, economic, and social impact of Islam on Europe, Asia, and Africa  | (vii) explain the social impact of Islam on Europe  |         |            |
| (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. The student is expected to: | (D) explain the political, economic, and social impact of Islam on Europe, Asia, and Africa  | (viii) explain the social impact of Islam on Asia   |         |            |
| (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. The student is expected to: | (D) explain the political, economic, and social impact of Islam on Europe, Asia, and Africa  | (ix) explain the social impact of Islam on Africa   |         |            |
| (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. The student is expected to: | (E) describe the interactions among Muslim, Christian, and Jewish societies in Europe, Asia, and North Africa  | (i) describe the interactions among Muslim, Christian, and Jewish societies in Europe           |         |            |

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| (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. The student is expected to: | (E) describe the interactions among Muslim, Christian, and Jewish societies in Europe, Asia, and North Africa                         | (ii) describe the interactions among Muslim, Christian, and Jewish societies in Asia          |         |            |
| (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. The student is expected to: | (E) describe the interactions among Muslim, Christian, and Jewish societies in Europe, Asia, and North Africa                         | (iii) describe the interactions among Muslim, Christian, and Jewish societies in North Africa |         |            |
| (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. The student is expected to: | (F) describe the interactions between Muslim and Hindu societies in South Asia  | (i) describe the interactions between Muslim and Hindu societies in South Asia                |         |            |
| (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. The student is expected to: | (G) explain how the Crusades, the Black Death, the Hundred Years' War, and the Great Schism contributed to the end of medieval Europe | (i) explain how the Crusades contributed to the end of medieval Europe                        |         |            |
| (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. The student is expected to: | (G) explain how the Crusades, the Black Death, the Hundred Years' War, and the Great Schism contributed to the end of medieval Europe | (ii) explain how the Black Death contributed to the end of medieval Europe                    |         |            |
| (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. The student is expected to: | (G) explain how the Crusades, the Black Death, the Hundred Years' War, and the Great Schism contributed to the end of medieval Europe | (iii) explain how the Hundred Years' War contributed to the end of medieval Europe            |         |            |
| (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. The student is expected to: | (G) explain how the Crusades, the Black Death, the Hundred Years' War, and the Great Schism contributed to the end of medieval Europe | (iv) explain how the Great Schism contributed to the end of medieval Europe                   |         |            |
| (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. The student is expected to: | (H) summarize the major political, economic, and cultural developments in Tang and Song China and their impact on Eastern Asia        | (i) summarize the major political developments in Tang China                                  |         |            |
| (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. The student is expected to: | (H) summarize the major political, economic, and cultural developments in Tang and Song China and their impact on Eastern Asia        | (ii) summarize the major political developments in Song China                                 |         |            |
| (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. The student is expected to: | (H) summarize the major political, economic, and cultural developments in Tang and Song China and their impact on Eastern Asia        | (iii) summarize the major economic developments in Tang China                                 |         |            |
| (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. The student is expected to: | (H) summarize the major political, economic, and cultural developments in Tang and Song China and their impact on Eastern Asia        | (iv) summarize the major economic developments in Song China                                  |         |            |

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| (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. The student is expected to: | (H) summarize the major political, economic, and cultural developments in Tang and Song China and their impact on Eastern Asia | (v) summarize the major cultural developments in Tang China                          |         |            |
| (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. The student is expected to: | (H) summarize the major political, economic, and cultural developments in Tang and Song China and their impact on Eastern Asia | (vi) summarize the major cultural developments in Song China                         |         |            |
| (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. The student is expected to: | (H) summarize the major political, economic, and cultural developments in Tang and Song China and their impact on Eastern Asia | (vii) summarize their impact on Eastern Asia   |         |            |
| (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. The student is expected to: | (I) explain the development of the slave trade   | (i) explain the development of the slave trade                                       |         |            |
| (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. The student is expected to: | (J) analyze how the Silk Road and the African gold-salt trade facilitated the spread of ideas and trade                        | (i) analyze how the Silk Road facilitated the spread of ideas                        |         |            |
| (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. The student is expected to: | (J) analyze how the Silk Road and the African gold-salt trade facilitated the spread of ideas and trade                        | (ii) analyze how the African gold-salt trade facilitated the spread of ideas         |         |            |
| (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. The student is expected to: | (J) analyze how the Silk Road and the African gold-salt trade facilitated the spread of ideas and trade                        | (iii) analyze how the Silk Road facilitated trade                                    |         |            |
| (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. The student is expected to: | (J) analyze how the Silk Road and the African gold-salt trade facilitated the spread of ideas and trade                        | (iv) analyze how the African gold-salt trade facilitated trade                       |         |            |
| (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. The student is expected to: | (K) summarize the changes resulting from the Mongol invasions of Russia, China, and the Islamic world                          | (i) summarize the changes resulting from the Mongol invasions of Russia              |         |            |
| (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. The student is expected to: | (K) summarize the changes resulting from the Mongol invasions of Russia, China, and the Islamic world                          | (ii) summarize the changes resulting from the Mongol invasions of China              |         |            |
| (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. The student is expected to: | (K) summarize the changes resulting from the Mongol invasions of Russia, China, and the Islamic world                          | (iii) summarize the changes resulting from the Mongol invasions of the Islamic world |         |            |



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| (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   | (i) explain the political impact of the Renaissance                                     |         |            |
| (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   | (ii) explain the intellectual impact of the Renaissance                                 |         |            |
| (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   | (iii) explain the artistic impact of the Renaissance                                    |         |            |
| (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   | (iv) explain the economic impact of the Renaissance                                     |         |            |
| (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   | (v) explain the religious impact of the Renaissance                                     |         |            |
| (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: | (B) explain the political, intellectual, artistic, economic, and religious impact of the Reformation   | (i) explain the political impact of the Reformation                                     |         |            |
| (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: | (B) explain the political, intellectual, artistic, economic, and religious impact of the Reformation   | (ii) explain the intellectual impact of the Reformation                                 |         |            |
| (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: | (B) explain the political, intellectual, artistic, economic, and religious impact of the Reformation   | (iii) explain the artistic impact of the Reformation                                    |         |            |
| (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: | (B) explain the political, intellectual, artistic, economic, and religious impact of the Reformation   | (iv) explain the economic impact of the Reformation                                     |         |            |
| (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: | (B) explain the political, intellectual, artistic, economic, and religious impact of the Reformation   | (v) explain the 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 | (i) compare the major political developments of the Maya, Inca, and Aztec civilizations |         |            |

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| (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 | (ii) compare the major economic developments of the Maya, Inca, and Aztec civilizations |         |            |
| (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 | (iii) compare the major social developments of the Maya, Inca, and Aztec civilizations  |         |            |
| (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 | (iv) compare the major cultural developments of the Maya, Inca, and Aztec civilizations |         |            |
| (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 | (v) explain how prior civilizations influenced [the Maya's] development                 |         |            |
| (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 | (vi) explain how prior civilizations influenced [the Inca's] development                |         |            |
| (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 | (vii) explain how prior civilizations influenced [the Aztec's] development              |         |            |
| (6) History. The student understands the characteristics and impact of the Maya, Inca, and Aztec civilizations. The student is expected to: | (B) explain how the Inca and Aztec empires were impacted by European exploration/colonization  | (i) explain how the Inca empire [was] impacted by European exploration/colonization     |         |            |
| (6) History. The student understands the characteristics and impact of the Maya, Inca, and Aztec civilizations. The student is expected to: | (B) explain how the Inca and Aztec empires were impacted by European exploration/colonization  | (ii) explain how the Aztec empire [was] impacted by European exploration/colonization   |         |            |
| (7) History. The student understands the causes and impact of European expansion from 1450 to 1750. The student is expected to:             | (A) analyze the causes of European expansion from 1450 to 1750   | (i) analyze the causes of European expansion from 1450 to 1750                          |         |            |
| (7) History. The student understands the causes and impact of European expansion from 1450 to 1750. The student is expected to:             | (B) explain the impact of the Columbian Exchange on the Americas and Europe  | (i) explain the impact of the Columbian Exchange on the Americas                        |         |            |
| (7) History. The student understands the causes and impact of European expansion from 1450 to 1750. The student is expected to:             | (B) explain the impact of the Columbian Exchange on the Americas and Europe  | (ii) explain the impact of the Columbian Exchange on Europe                             |         |            |
| (7) History. The student understands the causes and impact of European expansion from 1450 to 1750. The student is expected to:             | (C) explain the impact of the Atlantic slave trade on West Africa and the Americas   | (i) explain the impact of the Atlantic slave trade on West Africa                       |         |            |
| (7) History. The student understands the causes and impact of European expansion from 1450 to 1750. The student is expected to:             | (C) explain the impact of the Atlantic slave trade on West Africa and the Americas   | (ii) explain the impact of the Atlantic slave trade on the Americas                     |         |            |

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| TEKS (Knowledge and Skills)  | Student Expectation   | Breakout  | Element | Subelement |
| (7) History. The student understands the causes and impact of European expansion from 1450 to 1750. The student is expected to:  | (D) explain the impact of the Ottoman Empire on Eastern Europe and global trade                                   | (i) explain the impact of the Ottoman Empire on Eastern Europe  |         |            |
| (7) History. The student understands the causes and impact of European expansion from 1450 to 1750. The student is expected to:  | (D) explain the impact of the Ottoman Empire on Eastern Europe and global trade                                   | (ii) explain the impact of the Ottoman Empire on global trade   |         |            |
| (7) History. The student understands the causes and impact of European expansion from 1450 to 1750. The student is expected to:  | (E) explain Ming China's impact on global trade   | (i) explain Ming China's impact on global trade   |         |            |
| (7) History. The student understands the causes and impact of European expansion from 1450 to 1750. The student is expected to:  | (F) explain new economic factors and principles that contributed to the success of Europe's Commercial Revolution | (i) explain new economic factors that contributed to the success of Europe's Commercial Revolution      |         |            |
| (7) History. The student understands the causes and impact of European expansion from 1450 to 1750. The student is expected to:  | (F) explain new economic factors and principles that contributed to the success of Europe's Commercial Revolution | (ii) explain new principles that contributed to the success 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 17th and 18th century European scientific advancements led to the Industrial Revolution           | (i) explain how 17th and 18th century European scientific advancements led to the Industrial 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: | (B) explain how the Industrial Revolution led to political, economic, and social changes in Europe                | (i) explain how the Industrial Revolution led to political changes in Europe                            |         |            |
| (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: | (B) explain how the Industrial Revolution led to political, economic, and social changes in Europe                | (ii) explain how the Industrial Revolution led to economic changes in Europe                            |         |            |
| (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: | (B) explain how the Industrial Revolution led to political, economic, and social changes in Europe                | (iii) explain how the Industrial Revolution led to social changes in Europe                             |         |            |
| (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: | (C) identify the major political, economic, and social motivations that influenced European imperialism           | (i) identify the major political motivations that influenced European imperialism                       |         |            |
| (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: | (C) identify the major political, economic, and social motivations that influenced European imperialism           | (ii) identify the major economic motivations that influenced European imperialism                       |         |            |
| (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: | (C) identify the major political, economic, and social motivations that influenced European imperialism           | (iii) identify the major social motivations that influenced European imperialism                        |         |            |

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| TEKS (Knowledge and Skills)  | Student Expectation  | Breakout  | Element | Subelement |
| (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: | (D) explain the major characteristics and impact of European imperialism   | (i) explain the major characteristics of European imperialism   |         |            |
| (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: | (D) explain the major characteristics and impact of European imperialism   | (ii) explain the impact of European imperialism   |         |            |
| (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: | (E) explain the effects of free enterprise in the Industrial Revolution  | (i) 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, the Glorious Revolution, and religion | (i) compare the causes of the American and French Revolutions, emphasizing the role of the Enlightenment        |         |            |
| (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, the Glorious Revolution, and religion | (ii) compare the causes of the American and French Revolutions, emphasizing the role of the Glorious 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, the Glorious Revolution, and religion | (iii) compare the causes of the American and French Revolutions, emphasizing the role of religion               |         |            |
| (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, the Glorious Revolution, and religion | (iv) compare the characteristics of the American and French revolutions   |         |            |
| (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, the Glorious Revolution, and religion | (v) compare the consequences of the American and French revolutions   |         |            |
| (9) History. The student understands the causes and effects of major political revolutions between 1750 and 1914. The student is expected to:                              | (B) explain the impact of Napoleon Bonaparte and the Napoleonic Wars on Europe and Latin America   | (i) explain the impact of Napoleon Bonaparte and the Napoleonic Wars on Europe                                  |         |            |
| (9) History. The student understands the causes and effects of major political revolutions between 1750 and 1914. The student is expected to:                              | (B) explain the impact of Napoleon Bonaparte and the Napoleonic Wars on Europe and Latin America   | (ii) explain the impact of Napoleon Bonaparte and the Napoleonic Wars on Latin America                          |         |            |
| (9) History. The student understands the causes and effects of major political revolutions between 1750 and 1914. The student is expected to:                              | (C) trace the influence of the American and French revolutions on Latin America, including the role of Simón Bolívar   | (i) trace the influence of the American revolutions on Latin America, including the role of Simón Bolívar       |         |            |
| (9) History. The student understands the causes and effects of major political revolutions between 1750 and 1914. The student is expected to:                              | (C) trace the influence of the American and French revolutions on Latin America, including the role of Simón Bolívar   | (ii) trace the influence of the French revolutions on Latin America, including the role of Simón Bolívar        |         |            |

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| TEKS (Knowledge and Skills)   | Student Expectation   | Breakout   | Element | Subelement |
| (9) History. The student understands the causes and effects of major political revolutions between 1750 and 1914. The student is expected to: | (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 | (i) identify the influence of ideas on political revolutions                                   |         |            |
| (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   | (i) identify the importance of imperialism in causing World War I                              |         |            |
| (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   | (ii) identify the importance of nationalism in causing World War I                             |         |            |
| (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   | (iii) identify the importance of militarism in causing World War I                             |         |            |
| (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   | (iv) identify the importance of the alliance system in causing World War I                     |         |            |
| (10) History. The student understands the causes and impact of World War I. The student is expected to:                                       | (B) identify major characteristics of World War I, including total war, trench warfare, modern military technology, and high casualty rates   | (i) identify major characteristics of World War I, including total war                         |         |            |
| (10) History. The student understands the causes and impact of World War I. The student is expected to:                                       | (B) identify major characteristics of World War I, including total war, trench warfare, modern military technology, and high casualty rates   | (ii) identify major characteristics of World War I, including trench warfare                   |         |            |
| (10) History. The student understands the causes and impact of World War I. The student is expected to:                                       | (B) identify major characteristics of World War I, including total war, trench warfare, modern military technology, and high casualty rates   | (iii) identify major characteristics of World War I, including modern military technology      |         |            |
| (10) History. The student understands the causes and impact of World War I. The student is expected to:                                       | (B) identify major characteristics of World War I, including total war, trench warfare, modern military technology, and high casualty rates   | (iv) identify major characteristics of World War I, including high casualty rates              |         |            |
| (10) History. The student understands the causes and impact of World War I. The student is expected to:                                       | (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                      | (i) explain the political impact of Woodrow Wilson's Fourteen Points                           |         |            |
| (10) History. The student understands the causes and impact of World War I. The student is expected to:                                       | (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                      | (ii) explain the political impact of the Treaty of Versailles, including changes in boundaries |         |            |

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| TEKS (Knowledge and Skills)  | Student Expectation  | Breakout  | Element | Subelement |
| (10) History. The student understands the causes and impact of World War I. The student is expected to:  | (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                     | (iii) explain the political impact of the Treaty of Versailles, including the mandate system  |         |            |
| (10) History. The student understands the causes and impact of World War I. The student is expected to:  | (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                     | (iv) explain the economic impact of the Treaty of Versailles, including changes in boundaries |         |            |
| (10) History. The student understands the causes and impact of World War I. The student is expected to:  | (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                     | (v) explain the economic impact of the Treaty of Versailles, including the mandate system     |         |            |
| (10) History. The student understands the causes and impact of World War I. The student is expected to:  | (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 | (i) identify the causes of the February (March) revolution of 1917 in Russia                  |         |            |
| (10) History. The student understands the causes and impact of World War I. The student is expected to:  | (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 | (ii) identify [its] effect on the outcome of World War I                                      |         |            |
| (10) History. The student understands the causes and impact of World War I. The student is expected to:  | (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 | (iii) identify the causes of the October revolution of 1917 in Russia                         |         |            |
| (10) History. The student understands the causes and impact of World War I. The student is expected to:  | (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 | (iv) identify [its] effect on the outcome of World War I                                      |         |            |
| (10) History. The student understands the causes and impact of World War I. The student is expected to:  | (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 | (v) identify 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   | (i) summarize the international causes of global depression                                   |         |            |
| (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   | (ii) summarize the political causes of global depression                                      |         |            |

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| TEKS (Knowledge and Skills)  | Student Expectation  | Breakout   | Element | Subelement |
| (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   | (iii) summarize the economic causes of the global depression   |         |            |
| (11) History. The student understands the causes and impact of the global economic depression immediately following World War I. The student is expected to: | (B) explain the responses of governments in the United States, Germany, and the Soviet Union to the global depression  | (i) explain the responses of government in the United States to the global depression                  |         |            |
| (11) History. The student understands the causes and impact of the global economic depression immediately following World War I. The student is expected to: | (B) explain the responses of governments in the United States, Germany, and the Soviet Union to the global depression  | (ii) explain the responses of government in Germany to the global depression                           |         |            |
| (11) History. The student understands the causes and impact of the global economic depression immediately following World War I. The student is expected to: | (B) explain the responses of governments in the United States, Germany, and the Soviet Union to the global depression  | (iii) explain the responses of government in the Soviet Union to the global depression                 |         |            |
| (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  | (i) describe the emergence of totalitarianism  |         |            |
| (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  | (ii) describe the characteristics of totalitarianism   |         |            |
| (12) History. The student understands the causes and impact of World War II. The student is expected to:   | (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 | (i) explain the roles of various world leaders, including Benito Mussolini, prior to World War II      |         |            |
| (12) History. The student understands the causes and impact of World War II. The student is expected to:   | (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 | (ii) explain the roles of various world leaders, including Adolf Hitler, prior to World War II         |         |            |
| (12) History. The student understands the causes and impact of World War II. The student is expected to:   | (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 | (iii) explain the roles of various world leaders, including Hideki Tojo, prior to World War II         |         |            |
| (12) History. The student understands the causes and impact of World War II. The student is expected to:   | (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 | (iv) explain the roles of various world leaders, including Joseph Stalin, prior to World War II        |         |            |
| (12) History. The student understands the causes and impact of World War II. The student is expected to:   | (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 | (v) explain the roles of various world leaders, including Franklin D. Roosevelt, prior to World War II |         |            |

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| TEKS (Knowledge and Skills)  | Student Expectation  | Breakout  | Element | Subelement |
| (12) History. The student understands the causes and impact of World War II. The student is expected to: | (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   | (vi) explain the roles of various world leaders, including Winston Churchill, prior to World War II   |         |            |
| (12) History. The student understands the causes and impact of World War II. The student is expected to: | (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   | (vii) explain the roles of various world leaders, including Benito Mussolini, during World War II     |         |            |
| (12) History. The student understands the causes and impact of World War II. The student is expected to: | (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   | (viii) explain the roles of various world leaders, including Adolf Hitler, during World War II        |         |            |
| (12) History. The student understands the causes and impact of World War II. The student is expected to: | (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   | (ix) explain the roles of various world leaders, including Hideki Tojo, during World War II           |         |            |
| (12) History. The student understands the causes and impact of World War II. The student is expected to: | (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   | (x) explain the roles of various world leaders, including Joseph Stalin, during World War II          |         |            |
| (12) History. The student understands the causes and impact of World War II. The student is expected to: | (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   | (xi) explain the roles of various world leaders, including Franklin D. Roosevelt, during World War II |         |            |
| (12) History. The student understands the causes and impact of World War II. The student is expected to: | (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   | (xii) explain the roles of various world leaders, including Winston Churchill, during World War II    |         |            |
| (12) History. The student understands the causes and impact of World War II. The student is expected to: | (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 | (i) explain the major causes of World War II, including the German invasion of Poland                 |         |            |
| (12) History. The student understands the causes and impact of World War II. The student is expected to: | (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 | (ii) explain the major causes of World War II, including the German invasion of the Soviet Union      |         |            |



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| TEKS (Knowledge and Skills)   | Student Expectation  | Breakout  | Element | Subelement |
| (12) History. The student understands the causes and impact of World War II. The student is expected to:  | (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 | (iii) explain the major causes of World War II, including Japanese imperialism                            |         |            |
| (12) History. The student understands the causes and impact of World War II. The student is expected to:  | (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 | (iv) explain the major events of World War II, including the attack on Pearl Harbor                       |         |            |
| (12) History. The student understands the causes and impact of World War II. The student is expected to:  | (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 | (v) explain the major events of World War II, including the Holocaust                                     |         |            |
| (12) History. The student understands the causes and impact of World War II. The student is expected to:  | (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 | (vi) explain the major events of World War II, including the Normandy landings                            |         |            |
| (12) History. The student understands the causes and impact of World War II. The student is expected to:  | (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 | (vii) explain the major events of World War II, including the dropping of the atomic bombs                |         |            |
| (13) History. The student understands the impact of major events associated with the Cold War and independence movements. The student is expected to: | (A) summarize how the outcome of World War II contributed to the development of the Cold War   | (i) summarize how the outcome of World War II contributed to the development of the Cold War              |         |            |
| (13) History. The student understands the impact of major events associated with the Cold War and independence movements. The student is expected to: | (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   | (i) summarize the factors that contributed to communism in China, including Mao Zedong's role in its rise |         |            |
| (13) History. The student understands the impact of major events associated with the Cold War and independence movements. The student is expected to: | (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   | (ii) summarize how [communism in China] differed from Soviet communism                                    |         |            |
| (13) History. The student understands the impact of major events associated with the Cold War and independence movements. The student is expected to: | (C) identify the following major events of the Cold War, including the Korean War, the Vietnam War, and the arms race  | (i) identify the following major events of the Cold War, including the Korean War                         |         |            |

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| TEKS (Knowledge and Skills)   | Student Expectation  | Breakout   | Element | Subelement |
| (13) History. The student understands the impact of major events associated with the Cold War and independence movements. The student is expected to: | (C) identify the following major events of the Cold War, including the Korean War, the Vietnam War, and the arms race  | (ii) identify the following major events of the Cold War, including the Vietnam War  |         |            |
| (13) History. The student understands the impact of major events associated with the Cold War and independence movements. The student is expected to: | (C) identify the following major events of the Cold War, including the Korean War, the Vietnam War, and the arms race  | (iii) identify the following major events of the Cold War, including the arms race   |         |            |
| (13) History. The student understands the impact of major events associated with the Cold War and independence movements. The student is expected to: | (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 | (i) explain the roles of modern world leaders, including Ronald Reagan, in the collapse of communism in Eastern Europe and the Soviet Union      |         |            |
| (13) History. The student understands the impact of major events associated with the Cold War and independence movements. The student is expected to: | (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 | (ii) explain the roles of modern world leaders, including Mikhail Gorbachev, in the collapse of communism in Eastern Europe and the Soviet Union |         |            |
| (13) History. The student understands the impact of major events associated with the Cold War and independence movements. The student is expected to: | (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 | (iii) explain the roles of modern world leaders, including Lech Walesa, in the collapse of communism in Eastern Europe and the Soviet Union      |         |            |
| (13) History. The student understands the impact of major events associated with the Cold War and independence movements. The student is expected to: | (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 | (iv) explain the roles of modern world leaders, including Pope John Paul II, in the collapse of communism in Eastern Europe and the Soviet Union |         |            |
| (13) History. The student understands the impact of major events associated with the Cold War and independence movements. The student is expected to: | (E) summarize the rise of independence movements in Africa, the Middle East, and South Asia and reasons for ongoing conflicts  | (i) summarize the rise of independence movements in Africa   |         |            |
| (13) History. The student understands the impact of major events associated with the Cold War and independence movements. The student is expected to: | (E) summarize the rise of independence movements in Africa, the Middle East, and South Asia and reasons for ongoing conflicts  | (ii) summarize the reasons for [Africa's] ongoing conflicts  |         |            |
| (13) History. The student understands the impact of major events associated with the Cold War and independence movements. The student is expected to: | (E) summarize the rise of independence movements in Africa, the Middle East, and South Asia and reasons for ongoing conflicts  | (iii) summarize the rise of independence movements in the Middle East  |         |            |
| (13) History. The student understands the impact of major events associated with the Cold War and independence movements. The student is expected to: | (E) summarize the rise of independence movements in Africa, the Middle East, and South Asia and reasons for ongoing conflicts  | (iv) summarize the reasons for [the Middle East's] ongoing conflicts   |         |            |

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| TEKS (Knowledge and Skills)   | Student Expectation   | Breakout   | Element | Subelement |
| (13) History. The student understands the impact of major events associated with the Cold War and independence movements. The student is expected to:                             | (E) summarize the rise of independence movements in Africa, the Middle East, and South Asia and reasons for ongoing conflicts   | (v) summarize the rise of independence movements in South Asia   |         |            |
| (13) History. The student understands the impact of major events associated with the Cold War and independence movements. The student is expected to:                             | (E) summarize the rise of independence movements in Africa, the Middle East, and South Asia and reasons for ongoing conflicts   | (vi) summarize the reasons for [South Asia's] ongoing conflicts  |         |            |
| (13) History. The student understands the impact of major events associated with the Cold War and independence movements. The student is expected to:                             | (F) explain how Arab rejection of the State of Israel has led to ongoing conflict   | (i) explain how Arab rejection of the State of Israel has led to ongoing conflict  |         |            |
| (14) History. The student understands the development of radical Islamic fundamentalism and the subsequent use of terrorism by some of its adherents. The student is expected to: | (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 | (i) summarize the development of radical Islamic fundamentalism, including Palestinian terrorism   |         |            |
| (14) History. The student understands the development of radical Islamic fundamentalism and the subsequent use of terrorism by some of its adherents. The student is expected to: | (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 | (ii) summarize the development of radical Islamic fundamentalism, including the growth of al Qaeda   |         |            |
| (14) History. The student understands the development of radical Islamic fundamentalism and the subsequent use of terrorism by some of its adherents. The student is expected to: | (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 | (iii) summarize the impact of radical Islamic fundamentalism on events in the second half of the 20th century, including Palestinian terrorism |         |            |
| (14) History. The student understands the development of radical Islamic fundamentalism and the subsequent use of terrorism by some of its adherents. The student is expected to: | (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 | (iv) summarize the impact of radical Islamic fundamentalism on events in the second half of the 20th century, including the growth of al Qaeda |         |            |
| (14) History. The student understands the development of radical Islamic fundamentalism and the subsequent use of terrorism by some of its adherents. The student is expected to: | (B) explain the U.S. response to terrorism from September 11, 2001, to the present  | (i) explain the U.S. response to terrorism from September 11, 2001, to the present   |         |            |
| (15) Geography. 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                       | (i) create thematic maps to demonstrate the relationship between geography and the historical development of a region or nation                |         |            |
| (15) Geography. 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                       | (ii) create graphs to demonstrate the relationship between geography and the historical development of a region or nation                      |         |            |
| (15) Geography. 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                       | (iii) create charts to demonstrate the relationship between geography and the historical development of a region or nation                     |         |            |

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| TEKS (Knowledge and Skills)  | Student Expectation   | Breakout  | Element | Subelement |
| (15) Geography. 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 | (iv) interpret thematic maps to demonstrate the relationship between geography and the historical development of a region or nation |         |            |
| (15) Geography. 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 | (v) interpret graphs to demonstrate the relationship between geography and the historical development of a region or nation         |         |            |
| (15) Geography. 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 | (vi) interpret charts to demonstrate the relationship between geography and the historical development of a region or nation        |         |            |
| (15) Geography. The student uses geographic skills and tools to collect, analyze, and interpret data. The student is expected to | (B) analyze and compare geographic distributions and patterns in world history shown on maps, graphs, charts, and models  | (i) analyze geographic distributions in world history shown on maps   |         |            |
| (15) Geography. The student uses geographic skills and tools to collect, analyze, and interpret data. The student is expected to | (B) analyze and compare geographic distributions and patterns in world history shown on maps, graphs, charts, and models  | (ii) analyze geographic distributions in world history shown on graphs  |         |            |
| (15) Geography. The student uses geographic skills and tools to collect, analyze, and interpret data. The student is expected to | (B) analyze and compare geographic distributions and patterns in world history shown on maps, graphs, charts, and models  | (iii) analyze geographic distributions in world history shown on charts   |         |            |
| (15) Geography. The student uses geographic skills and tools to collect, analyze, and interpret data. The student is expected to | (B) analyze and compare geographic distributions and patterns in world history shown on maps, graphs, charts, and models  | (iv) analyze geographic distributions in world history shown on models  |         |            |
| (15) Geography. The student uses geographic skills and tools to collect, analyze, and interpret data. The student is expected to | (B) analyze and compare geographic distributions and patterns in world history shown on maps, graphs, charts, and models  | (v) compare geographic distributions shown on maps  |         |            |
| (15) Geography. The student uses geographic skills and tools to collect, analyze, and interpret data. The student is expected to | (B) analyze and compare geographic distributions and patterns in world history shown on maps, graphs, charts, and models  | (vi) compare geographic distributions in world history shown on graphs  |         |            |
| (15) Geography. The student uses geographic skills and tools to collect, analyze, and interpret data. The student is expected to | (B) analyze and compare geographic distributions and patterns in world history shown on maps, graphs, charts, and models  | (vii) compare geographic distributions in world history shown on charts   |         |            |
| (15) Geography. The student uses geographic skills and tools to collect, analyze, and interpret data. The student is expected to | (B) analyze and compare geographic distributions and patterns in world history shown on maps, graphs, charts, and models  | (viii) compare geographic distributions in world history shown on models  |         |            |
| (15) Geography. The student uses geographic skills and tools to collect, analyze, and interpret data. The student is expected to | (B) analyze and compare geographic distributions and patterns in world history shown on maps, graphs, charts, and models  | (ix) analyze geographic patterns in world history shown on maps   |         |            |
| (15) Geography. The student uses geographic skills and tools to collect, analyze, and interpret data. The student is expected to | (B) analyze and compare geographic distributions and patterns in world history shown on maps, graphs, charts, and models  | (x) analyze geographic patterns in world history shown on graphs  |         |            |

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| TEKS (Knowledge and Skills)  | Student Expectation  | Breakout  | Element | Subelement |
| (15) Geography. The student uses geographic skills and tools to collect, analyze, and interpret data. The student is expected to             | (B) analyze and compare geographic distributions and patterns in world history shown on maps, graphs, charts, and models   | (xi) analyze geographic patterns in world history shown on charts   |         |            |
| (15) Geography. The student uses geographic skills and tools to collect, analyze, and interpret data. The student is expected to             | (B) analyze and compare geographic distributions and patterns in world history shown on maps, graphs, charts, and models   | (xii) analyze geographic patterns in world history shown on models  |         |            |
| (15) Geography. The student uses geographic skills and tools to collect, analyze, and interpret data. The student is expected to             | (B) analyze and compare geographic distributions and patterns in world history shown on maps, graphs, charts, and models   | (xiii) compare geographic patterns in world history shown on maps   |         |            |
| (15) Geography. The student uses geographic skills and tools to collect, analyze, and interpret data. The student is expected to             | (B) analyze and compare geographic distributions and patterns in world history shown on maps, graphs, charts, and models   | (xiv) compare geographic patterns in world history shown on graphs  |         |            |
| (15) Geography. The student uses geographic skills and tools to collect, analyze, and interpret data. The student is expected to             | (B) analyze and compare geographic distributions and patterns in world history shown on maps, graphs, charts, and models   | (xv) compare geographic patterns in world history shown on charts   |         |            |
| (15) Geography. The student uses geographic skills and tools to collect, analyze, and interpret data. The student is expected to             | (B) analyze and compare geographic distributions and patterns in world history shown on maps, graphs, charts, and models   | (xvi) compare geographic patterns in world history shown on models  |         |            |
| (16) 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  | (i) locate places of historical significance directly related to major eras   |         |            |
| (16) 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  | (ii) locate places of historical significance directly related to turning points in world history   |         |            |
| (16) 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  | (iii) locate regions of historical significance directly related to major eras  |         |            |
| (16) 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  | (iv) locate regions of historical significance directly related to turning points in world history  |         |            |
| (16) Geography. The student understands the impact of geographic factors on major historic events and processes. The student is expected to: | (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 | (i) analyze the influence of human geographic factors on major events in world history, including the development of river valley civilizations |         |            |
| (16) Geography. The student understands the impact of geographic factors on major historic events and processes. The student is expected to: | (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 | (ii) analyze the influence of human geographic factors on major events in world history, including trade in the Indian Ocean                    |         |            |
| (16) Geography. The student understands the impact of geographic factors on major historic events and processes. The student is expected to: | (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 | (iii) analyze the influence of human geographic factors on major events in world history, including the opening of the Panama canal             |         |            |

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| TEKS (Knowledge and Skills)  | Student Expectation  | Breakout   | Element | Subelement |
| (16) Geography. The student understands the impact of geographic factors on major historic events and processes. The student is expected to: | (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 | (iv) analyze the influence of human geographic factors on major events in world history, including the opening of the Suez canal                   |         |            |
| (16) Geography. The student understands the impact of geographic factors on major historic events and processes. The student is expected to: | (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 | (v) analyze the influence of physical geographic factors on major events in world history, including the development of river valley civilizations |         |            |
| (16) Geography. The student understands the impact of geographic factors on major historic events and processes. The student is expected to: | (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 | (vi) analyze the influence of physical geographic factors on major events in world history, including trade in the Indian Ocean                    |         |            |
| (16) Geography. The student understands the impact of geographic factors on major historic events and processes. The student is expected to: | (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 | (vii) analyze the influence of physical geographic factors on major events in world history, including the opening of the Panama canal             |         |            |
| (16) Geography. The student understands the impact of geographic factors on major historic events and processes. The student is expected to: | (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 | (viii) analyze the influence of physical geographic factors on major events in world history, including the opening of the Suez canal              |         |            |
| (16) Geography. The student understands the impact of geographic factors on major historic events and processes. The student is expected to: | (C) interpret maps, charts, and graphs to explain how geography has influenced people and events in the past   | (i) interpret maps to explain how geography has influenced people in the past  |         |            |
| (16) Geography. The student understands the impact of geographic factors on major historic events and processes. The student is expected to: | (C) interpret maps, charts, and graphs to explain how geography has influenced people and events in the past   | (ii) interpret charts to explain how geography has influenced people in the past   |         |            |
| (16) Geography. The student understands the impact of geographic factors on major historic events and processes. The student is expected to: | (C) interpret maps, charts, and graphs to explain how geography has influenced people and events in the past   | (iii) interpret graphs to explain how geography has influenced people in the past  |         |            |
| (16) Geography. The student understands the impact of geographic factors on major historic events and processes. The student is expected to: | (C) interpret maps, charts, and graphs to explain how geography has influenced people and events in the past   | (iv) interpret maps to explain how geography has influenced events in the past   |         |            |
| (16) Geography. The student understands the impact of geographic factors on major historic events and processes. The student is expected to: | (C) interpret maps, charts, and graphs to explain how geography has influenced people and events in the past   | (v) interpret charts to explain how geography has influenced events in the past  |         |            |
| (16) Geography. The student understands the impact of geographic factors on major historic events and processes. The student is expected to: | (C) interpret maps, charts, and graphs to explain how geography has influenced people and events in the past   | (vi) interpret graphs to explain how geography has influenced events in the past   |         |            |

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| TEKS (Knowledge and Skills)   | Student Expectation  | Breakout   | Element | Subelement |
| (17) 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 and the Industrial Revolution  | (i) identify important changes in human life caused by the Neolithic Revolution  |         |            |
| (17) 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 and the Industrial Revolution  | (ii) identify important changes in human life caused by the Industrial Revolution  |         |            |
| (17) Economics. The student understands the impact of the Neolithic and Industrial revolutions and globalization on humanity. The student is expected to:                         | (B) summarize the role of economics in driving political changes as related to the Neolithic Revolution and the Industrial Revolution  | (i) summarize the role of economics in driving political changes as related to the Neolithic Revolution  |         |            |
| (17) Economics. The student understands the impact of the Neolithic and Industrial revolutions and globalization on humanity. The student is expected to:                         | (B) summarize the role of economics in driving political changes as related to the Neolithic Revolution and the Industrial Revolution  | (ii) summarize the role of economics in driving political changes as related to the Industrial Revolution  |         |            |
| (17) Economics. The student understands the impact of the Neolithic and Industrial revolutions and globalization on humanity. The student is expected to:                         | (C) summarize the economic and social impact of 20th century globalization   | (i) summarize the economic impact of 20th century globalization  |         |            |
| (17) Economics. The student understands the impact of the Neolithic and Industrial revolutions and globalization on humanity. The student is expected to:                         | (C) summarize the economic and social impact of 20th century globalization   | (ii) summarize the social impact of 20th century globalization   |         |            |
| (18) 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 contributions of Adam Smith, especially the influence of his ideas found in The Wealth of Nations | (i) identify the historical origins of the free enterprise system, including the contributions of Adam Smith, especially the influence of his ideas found in The Wealth of Nations |         |            |
| (18) 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 contributions of Adam Smith, especially the influence of his ideas found in The Wealth of Nations | (ii) identify the characteristics of the free enterprise system  |         |            |
| (18) 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: | (B) identify the historical origins and characteristics of communism, including the influences of Karl Marx  | (i) identify the historical origins of communism, including the influences of Karl Marx  |         |            |
| (18) 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: | (B) identify the historical origins and characteristics of communism, including the influences of Karl Marx  | (ii) identify the characteristics of communism   |         |            |
| (18) 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: | (C) identify the historical origins and characteristics of socialism   | (i) identify the historical origins of socialism   |         |            |

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| TEKS (Knowledge and Skills)   | Student Expectation   | Breakout   | Element | Subelement |
| (18) 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: | (C) identify the historical origins and characteristics of socialism  | (ii) identify the characteristics of socialism   |         |            |
| (18) 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: | (D) identify the historical origins and characteristics of fascism  | (i) identify the historical origins of fascism   |         |            |
| (18) 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: | (D) identify the historical origins and characteristics of fascism  | (ii) identify the characteristics of fascism   |         |            |
| (18) 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: | (E) explain why communist command economies collapsed in competition with free market economies at the end of the 20th century  | (i) explain why communist command economies collapsed in competition with free market economies at the end of the 20th century   |         |            |
| (18) 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: | (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 | (i) 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  |         |            |
| (18) 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: | (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 | (ii) formulate generalizations on how economic freedom improved the human condition, based on students' knowledge of the benefits of free enterprise in the Industrial Revolution  |         |            |
| (18) 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: | (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 | (iii) formulate generalizations on how economic freedom improved the human condition, based on students' knowledge of the benefits of free enterprise in 20th-century free market economies, compared to communist command communities |         |            |
| (19) 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  | (i) identify the characteristics of monarchies as forms of government in early civilizations   |         |            |
| (19) 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  | (ii) identify the characteristics of theocracies as forms of government in early civilizations   |         |            |
| (19) Government. The student understands the characteristics of major political systems throughout history. The student is expected to:   | (B) identify the characteristics of the following political systems: theocracy, absolute monarchy, democracy, republic, oligarchy, limited monarchy, and totalitarianism  | (i) identify the characteristics of political systems [including] theocracy  |         |            |



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| TEKS (Knowledge and Skills)  | Student Expectation  | Breakout   | Element | Subelement |
| (19) Government. The student understands the characteristics of major political systems throughout history. The student is expected to:                    | (B) identify the characteristics of the following political systems: theocracy, absolute monarchy, democracy, republic, oligarchy, limited monarchy, and totalitarianism                                     | (ii) identify the characteristics of political systems [including] absolute monarchy                                       |         |            |
| (19) Government. The student understands the characteristics of major political systems throughout history. The student is expected to:                    | (B) identify the characteristics of the following political systems: theocracy, absolute monarchy, democracy, republic, oligarchy, limited monarchy, and totalitarianism                                     | (iii) identify the characteristics of political systems [including] democracy  |         |            |
| (19) Government. The student understands the characteristics of major political systems throughout history. The student is expected to:                    | (B) identify the characteristics of the following political systems: theocracy, absolute monarchy, democracy, republic, oligarchy, limited monarchy, and totalitarianism                                     | (iv) identify the characteristics of political systems [including] republic  |         |            |
| (19) Government. The student understands the characteristics of major political systems throughout history. The student is expected to:                    | (B) identify the characteristics of the following political systems: theocracy, absolute monarchy, democracy, republic, oligarchy, limited monarchy, and totalitarianism                                     | (v) identify the characteristics of political systems [including] oligarchy  |         |            |
| (19) Government. The student understands the characteristics of major political systems throughout history. The student is expected to:                    | (B) identify the characteristics of the following political systems: theocracy, absolute monarchy, democracy, republic, oligarchy, limited monarchy, and totalitarianism                                     | (vi) identify the characteristics of political systems [including] limited monarchy  |         |            |
| (19) Government. The student understands the characteristics of major political systems throughout history. The student is expected to:                    | (B) identify the characteristics of the following political systems: theocracy, absolute monarchy, democracy, republic, oligarchy, limited monarchy, and totalitarianism                                     | (vii) identify the characteristics of political systems [including] totalitarianism  |         |            |
| (20) 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 the Judeo-Christian legal tradition and classical Greece and Rome through the English Civil War and the Enlightenment | (i) explain the development of democratic-republican government from its beginnings in the Judeo-Christian legal tradition |         |            |
| (20) 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 the Judeo-Christian legal tradition and classical Greece and Rome through the English Civil War and the Enlightenment | (ii) explain the development of democratic-republican government from its beginnings in classical Greece                   |         |            |
| (20) 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 the Judeo-Christian legal tradition and classical Greece and Rome through the English Civil War and the Enlightenment | (iii) explain the development of democratic-republican government from its beginnings in classical Rome                    |         |            |
| (20) 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 the Judeo-Christian legal tradition and classical Greece and Rome through the English Civil War and the Enlightenment | (iv) explain the development of democratic-republican government through the English Civil War and the Enlightenment       |         |            |

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| (20) Government. The student understands how contemporary political systems have developed from earlier systems of government. The student is expected to: | (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 | (i) identify the impact of political ideas contained in documents [including] Hammurabi's Code                 |         |            |
| (20) Government. The student understands how contemporary political systems have developed from earlier systems of government. The student is expected to: | (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 | (ii) identify the impact of political ideas contained in documents [including] the Jewish Ten Commandments     |         |            |
| (20) Government. The student understands how contemporary political systems have developed from earlier systems of government. The student is expected to: | (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 | (iii) identify the impact of political ideas contained in documents [including] Justinian's Code of Laws       |         |            |
| (20) Government. The student understands how contemporary political systems have developed from earlier systems of government. The student is expected to: | (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 | (iv) identify the impact of political ideas contained in documents [including] Magna Carta                     |         |            |
| (20) Government. The student understands how contemporary political systems have developed from earlier systems of government. The student is expected to: | (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 | (v) identify the impact of political ideas contained in documents [including] the English Bill of Rights       |         |            |
| (20) Government. The student understands how contemporary political systems have developed from earlier systems of government. The student is expected to: | (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 | (vi) identify the impact of political ideas contained in documents [including] the Declaration of Independence |         |            |
| (20) Government. The student understands how contemporary political systems have developed from earlier systems of government. The student is expected to: | (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 | (vii) identify the impact of political ideas contained in documents [including] the U.S. Constitution          |         |            |

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| TEKS (Knowledge and Skills)  | Student Expectation  | Breakout   | Element | Subelement |
| (20) Government. The student understands how contemporary political systems have developed from earlier systems of government. The student is expected to: | (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 | (viii) identify the impact of political ideas contained in documents [including] the Declaration of the Rights of Man and of the Citizen |         |            |
| (20) Government. The student understands how contemporary political systems have developed from earlier systems of government. The student is expected to: | (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 | (ix) identify the impact of legal ideas contained in documents [including] Hammurabi's Code  |         |            |
| (20) Government. The student understands how contemporary political systems have developed from earlier systems of government. The student is expected to: | (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 | (x) identify the impact of legal ideas contained in documents [including] the Jewish Ten Commandments                                    |         |            |
| (20) Government. The student understands how contemporary political systems have developed from earlier systems of government. The student is expected to: | (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 | (xi) identify the impact of legal ideas contained in documents [including] Justinian's Code of Laws                                      |         |            |
| (20) Government. The student understands how contemporary political systems have developed from earlier systems of government. The student is expected to: | (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 | (xii) identify the impact of legal ideas contained in documents [including] Magna Carta  |         |            |
| (20) Government. The student understands how contemporary political systems have developed from earlier systems of government. The student is expected to: | (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 | (xiii) identify the impact of legal ideas contained in documents [including] the English Bill of Rights                                  |         |            |
| (20) Government. The student understands how contemporary political systems have developed from earlier systems of government. The student is expected to: | (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 | (xiv) identify the impact of legal ideas contained in documents [including] the Declaration of Independence                              |         |            |

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| TEKS (Knowledge and Skills)  | Student Expectation  | Breakout  | Element | Subelement |
| (20) Government. The student understands how contemporary political systems have developed from earlier systems of government. The student is expected to:                             | (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 | (xv) identify the impact of legal ideas contained in documents [including] the U.S. Constitution                                    |         |            |
| (20) Government. The student understands how contemporary political systems have developed from earlier systems of government. The student is expected to:                             | (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 | (xvi) identify the impact of legal ideas contained in documents [including] the Declaration of the Rights of Man and of the Citizen |         |            |
| (20) Government. The student understands how contemporary political systems have developed from earlier systems of government. The student is expected to:                             | (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  | (i) explain the political philosophies of individuals   |         |            |
| (20) Government. The student understands how contemporary political systems have developed from earlier systems of government. The student is expected to:                             | (D) explain the significance of the League of Nations and the United Nations   | (i) explain the significance of the League of Nations   |         |            |
| (20) Government. The student understands how contemporary political systems have developed from earlier systems of government. The student is expected to:                             | (D) explain the significance of the League of Nations and the United Nations   | (ii) explain the significance of the United Nations   |         |            |
| (21) 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  | (i) describe how people have participated in supporting their governments   |         |            |
| (21) 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  | (ii) describe how people have participated in changing their governments  |         |            |
| (21) Citizenship. The student understands the significance of political choices and decisions made by individuals, groups, and nations throughout history. The student is expected to: | (B) describe the rights and responsibilities of citizens and noncitizens in civic participation throughout history   | (i) describe the rights of citizens throughout history  |         |            |
| (21) Citizenship. The student understands the significance of political choices and decisions made by individuals, groups, and nations throughout history. The student is expected to: | (B) describe the rights and responsibilities of citizens and noncitizens in civic participation throughout history   | (ii) describe the rights of noncitizens throughout history  |         |            |
| (21) Citizenship. The student understands the significance of political choices and decisions made by individuals, groups, and nations throughout history. The student is expected to: | (B) describe the rights and responsibilities of citizens and noncitizens in civic participation throughout history   | (iii) describe the responsibilities of citizens in civic participation throughout history   |         |            |

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| TEKS (Knowledge and Skills)   | Student Expectation   | Breakout   | Element | Subelement |
| (21) Citizenship. The student understands the significance of political choices and decisions made by individuals, groups, and nations throughout history. The student is expected to:                  | (B) describe the rights and responsibilities of citizens and noncitizens in civic participation throughout history  | (iv) describe the responsibilities of noncitizens in civic participation throughout history  |         |            |
| (21) Citizenship. The student understands the significance of political choices and decisions made by individuals, groups, and nations throughout history. The student is expected to:                  | (C) identify examples of key persons who were successful in shifting political thought, including William Wilberforce   | (i) identify examples of key persons who were successful in shifting political thought, including William Wilberforce  |         |            |
| (22) 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: | (A) summarize the development of the rule of law from ancient to modern times   | (i) summarize the development of the rule of law from ancient to modern times  |         |            |
| (22) 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: | (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 | (i) identify the influence of ideas regarding the right to a "trial by a jury of your peers" that originated from the Judeo-Christian legal tradition and in Greece and Rome |         |            |
| (22) 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: | (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 | (ii) identify the influence of ideas regarding the concept of "innocent until proven guilty" that originated from the Judeo-Christian legal tradition and in Greece and Rome |         |            |
| (22) 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: | (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 | (iii) identify the influence of ideas regarding the concept of "equality before the law" that originated from the Judeo-Christian legal tradition and in Greece and Rome     |         |            |
| (22) 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: | (C) identify examples of politically motivated mass murders in Cambodia, China, Latin America, the Soviet Union, and Armenia  | (i) identify examples of politically motivated mass murders in Cambodia  |         |            |
| (22) 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: | (C) identify examples of politically motivated mass murders in Cambodia, China, Latin America, the Soviet Union, and Armenia  | (ii) identify examples of politically motivated mass murders in China  |         |            |
| (22) 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: | (C) identify examples of politically motivated mass murders in Cambodia, China, Latin America, the Soviet Union, and Armenia  | (iii) identify examples of politically motivated mass murders in Latin America   |         |            |
| (22) 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: | (C) identify examples of politically motivated mass murders in Cambodia, China, Latin America, the Soviet Union, and Armenia  | (iv) identify examples of politically motivated mass murders in the Soviet Union   |         |            |
| (22) 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: | (C) identify examples of politically motivated mass murders in Cambodia, China, Latin America, the Soviet Union, and Armenia  | (v) identify examples of politically motivated mass murders in Armenia   |         |            |

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| (22) 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: | (D) identify examples of genocide, including the Holocaust and genocide in the Balkans, Rwanda, and Darfur   | (i) identify examples of genocide, including the Holocaust  |         |            |
| (22) 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: | (D) identify examples of genocide, including the Holocaust and genocide in the Balkans, Rwanda, and Darfur   | (ii) identify examples of genocide, including genocide in the Balkans   |         |            |
| (22) 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: | (D) identify examples of genocide, including the Holocaust and genocide in the Balkans, Rwanda, and Darfur   | (iii) identify examples of genocide, including genocide in Rwanda   |         |            |
| (22) 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: | (D) identify examples of genocide, including the Holocaust and genocide in the Balkans, Rwanda, and Darfur   | (iv) identify examples of genocide, including genocide in Darfur  |         |            |
| (22) 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: | (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 | (i) identify examples of individuals who led resistance to political oppression                               |         |            |
| (22) 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: | (F) assess the degree to which American ideals have advanced human rights and democratic ideas throughout the world  | (i) assess the degree to which American ideals have advanced human rights throughout the world                |         |            |
| (22) 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: | (F) assess the degree to which American ideals have advanced human rights and democratic ideas throughout the world  | (ii) assess the degree to which American ideals have advanced democratic ideas throughout the world           |         |            |
| (23) Culture. The student understands the history and relevance of major religious and philosophical traditions. The student is expected to:  | (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       | (i) describe the historical origins of major religious and philosophical traditions, including Buddhism       |         |            |
| (23) Culture. The student understands the history and relevance of major religious and philosophical traditions. The student is expected to:  | (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       | (ii) describe the historical origins of major religious and philosophical traditions, including Christianity  |         |            |
| (23) Culture. The student understands the history and relevance of major religious and philosophical traditions. The student is expected to:  | (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       | (iii) describe the historical origins of major religious and philosophical traditions, including Confucianism |         |            |

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| TEKS (Knowledge and Skills)  | Student Expectation  | Breakout  | Element | Subelement |
| (23) Culture. The student understands the history and relevance of major religious and philosophical traditions. The student is expected to: | (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 | (iv) describe the historical origins of major religious and philosophical traditions, including Hinduism                        |         |            |
| (23) Culture. The student understands the history and relevance of major religious and philosophical traditions. The student is expected to: | (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 | (v) describe the historical origins of major religious and philosophical traditions, including Islam                            |         |            |
| (23) Culture. The student understands the history and relevance of major religious and philosophical traditions. The student is expected to: | (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 | (vi) describe the historical origins of major religious and philosophical traditions, including Judaism                         |         |            |
| (23) Culture. The student understands the history and relevance of major religious and philosophical traditions. The student is expected to: | (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 | (vii) describe the historical origins of major religious and philosophical traditions, including Sikhism                        |         |            |
| (23) Culture. The student understands the history and relevance of major religious and philosophical traditions. The student is expected to: | (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 | (viii) describe the historical origins of major religious and philosophical traditions, including the development of monotheism |         |            |
| (23) Culture. The student understands the history and relevance of major religious and philosophical traditions. The student is expected to: | (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 | (ix) describe the central ideas of major religious and philosophical traditions, including Buddhism                             |         |            |
| (23) Culture. The student understands the history and relevance of major religious and philosophical traditions. The student is expected to: | (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 | (x) describe the central ideas of major religious and philosophical traditions, including Christianity                          |         |            |
| (23) Culture. The student understands the history and relevance of major religious and philosophical traditions. The student is expected to: | (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 | (xi) describe the central ideas of major religious and philosophical traditions, including Confucianism                         |         |            |
| (23) Culture. The student understands the history and relevance of major religious and philosophical traditions. The student is expected to: | (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 | (xii) describe the central ideas of major religious and philosophical traditions, including Hinduism                            |         |            |
| (23) Culture. The student understands the history and relevance of major religious and philosophical traditions. The student is expected to: | (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 | (xiii) describe the central ideas of major religious and philosophical traditions, including Islam                              |         |            |

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| TEKS (Knowledge and Skills)  | Student Expectation  | Breakout  | Element | Subelement |
| (23) Culture. The student understands the history and relevance of major religious and philosophical traditions. The student is expected to: | (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 | (xiv) describe the central ideas of major religious and philosophical traditions, including Judaism                       |         |            |
| (23) Culture. The student understands the history and relevance of major religious and philosophical traditions. The student is expected to: | (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 | (xv) describe the central ideas of major religious and philosophical traditions, including Sikhism                        |         |            |
| (23) Culture. The student understands the history and relevance of major religious and philosophical traditions. The student is expected to: | (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 | (xvi) describe the central ideas of major religious and philosophical traditions, including the development of monotheism |         |            |
| (23) Culture. The student understands the history and relevance of major religious and philosophical traditions. The student is expected to: | (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 | (xvii) describe the spread of major religious and philosophical traditions, including Buddhism                            |         |            |
| (23) Culture. The student understands the history and relevance of major religious and philosophical traditions. The student is expected to: | (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 | (xviii) describe the spread of major religious and philosophical traditions, including Christianity                       |         |            |
| (23) Culture. The student understands the history and relevance of major religious and philosophical traditions. The student is expected to: | (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 | (xix) describe the spread of major religious and philosophical traditions, including Confucianism                         |         |            |
| (23) Culture. The student understands the history and relevance of major religious and philosophical traditions. The student is expected to: | (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 | (xx) describe the major religious and philosophical traditions, including Hinduism  |         |            |
| (23) Culture. The student understands the history and relevance of major religious and philosophical traditions. The student is expected to: | (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 | (xxi) describe the spread of major religious and philosophical traditions, including Islam                                |         |            |
| (23) Culture. The student understands the history and relevance of major religious and philosophical traditions. The student is expected to: | (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 | (xxii) describe the spread of major religious and philosophical traditions, including Judaism                             |         |            |
| (23) Culture. The student understands the history and relevance of major religious and philosophical traditions. The student is expected to: | (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 | (xxiii) describe the spread of major religious and philosophical traditions, including Sikhism                            |         |            |



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| TEKS (Knowledge and Skills)  | Student Expectation  | Breakout  | Element | Subelement |
| (23) Culture. The student understands the history and relevance of major religious and philosophical traditions. The student is expected to:   | (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 | (xxiv) describe the spread of major religious and philosophical traditions, including the development of monotheism |         |            |
| (23) Culture. The student understands the history and relevance of major religious and philosophical traditions. The student is expected to:   | (B) identify examples of religious influence on various events referenced in the major eras of world history   | (i) identify examples of religious influence on various events referenced in the major eras of world history        |         |            |
| (24) 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  | (i) describe the changing roles of women during major eras of world history   |         |            |
| (24) 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  | (ii) describe the changing roles of children during major eras of world history                                     |         |            |
| (24) 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  | (iii) describe the changing roles of families during major eras of world history                                    |         |            |
| (24) Culture. The student understands the roles of women, children, and families in different historical cultures. The student is expected to: | (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   | (i) describe the major influences of women during major eras of world history                                       |         |            |
| (25) 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   | (i) summarize the fundamental ideas of Eastern civilizations that originated in China                               |         |            |
| (25) 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   | (ii) summarize the fundamental ideas of Eastern civilizations that originated in India                              |         |            |
| (25) 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   | (iii) summarize the institutions of Eastern civilizations that originated in China                                  |         |            |
| (25) 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   | (iv) summarize the institutions of Eastern civilizations that originated in India                                   |         |            |
| (25) Culture. The student understands how the development of ideas has influenced institutions and societies. The student is expected to:      | (B) summarize the fundamental ideas and institutions of Western civilizations that originated in Greece and Rome   | (i) summarize the fundamental ideas of Western civilizations that originated in Greece                              |         |            |
| (25) Culture. The student understands how the development of ideas has influenced institutions and societies. The student is expected to:      | (B) summarize the fundamental ideas and institutions of Western civilizations that originated in Greece and Rome   | (ii) summarize the fundamental ideas of Western civilizations that originated in Rome                               |         |            |
| (25) Culture. The student understands how the development of ideas has influenced institutions and societies. The student is expected to:      | (B) summarize the fundamental ideas and institutions of Western civilizations that originated in Greece and Rome   | (iii) summarize the institutions of Western civilizations that originated in Greece                                 |         |            |

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| (25) Culture. The student understands how the development of ideas has influenced institutions and societies. The student is expected to:         | (B) summarize the fundamental ideas and institutions of Western civilizations that originated in Greece and Rome   | (iv) summarize the institutions of Western civilizations that originated in Rome   |         |            |
| (25) Culture. The student understands how the development of ideas has influenced institutions and societies. The student is expected to:         | (C) explain the relationship among Christianity, individualism, and growing secularism that began with the Renaissance and how the relationship influenced subsequent political developments | (i) explain the relationship among Christianity, individualism, and growing secularism that began with the Renaissance           |         |            |
| (25) Culture. The student understands how the development of ideas has influenced institutions and societies. The student is expected to:         | (C) explain the relationship among Christianity, individualism, and growing secularism that began with the Renaissance and how the relationship influenced subsequent political developments | (ii) explain how the relationship influenced subsequent political developments   |         |            |
| (25) Culture. The student understands how the development of ideas has influenced institutions and societies. The student is expected to:         | (D) explain how Islam influences law and government in the Muslim world  | (i) explain how Islam influences law in the Muslim world   |         |            |
| (25) Culture. The student understands how the development of ideas has influenced institutions and societies. The student is expected to:         | (D) explain how Islam influences law and government in the Muslim world  | (ii) explain how Islam influences government in the Muslim world   |         |            |
| (26) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to: | (A) identify significant examples of art and architecture that demonstrate an artistic ideal or visual principle from selected cultures  | (i) identify significant examples of art that demonstrate an artistic ideal or visual principle from selected cultures           |         |            |
| (26) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to: | (A) identify significant examples of art and architecture that demonstrate an artistic ideal or visual principle from selected cultures  | (ii) identify significant examples of architecture that demonstrate an artistic ideal or visual principle from selected cultures |         |            |
| (26) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to: | (B) analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced   | (i) analyze examples of how art reflect[s] the history of the cultures in which [it is] produced                                 |         |            |
| (26) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to: | (B) analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced   | (ii) analyze examples of how architecture reflect[s] the history of the cultures in which [it is] produced                       |         |            |
| (26) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to: | (B) analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced   | (iii) analyze examples of how literature reflect[s] the history of the cultures in which [it is] produced                        |         |            |
| (26) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to: | (B) analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced   | (iv) analyze examples of how music reflect[s] the history of the cultures in which [it is] produced                              |         |            |
| (26) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to: | (B) analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced   | (v) analyze examples of how drama reflect[s] the history of the cultures in which [it is] produced                               |         |            |

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| (26) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:  | (C) identify examples of art, music, and literature that transcend the cultures in which they were created and convey universal themes   | (i) identify examples of art that transcend the cultures in which they were created               |         |            |
| (26) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:  | (C) identify examples of art, music, and literature that transcend the cultures in which they were created and convey universal themes   | (ii) identify examples of music that transcend the cultures in which they were created            |         |            |
| (26) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:  | (C) identify examples of art, music, and literature that transcend the cultures in which they were created and convey universal themes   | (iii) identify examples of literature that transcend the cultures in which they were created      |         |            |
| (26) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:  | (C) identify examples of art, music, and literature that transcend the cultures in which they were created and convey universal themes   | (iv) identify examples of art that convey universal themes  |         |            |
| (26) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:  | (C) identify examples of art, music, and literature that transcend the cultures in which they were created and convey universal themes   | (v) identify examples of music that convey universal themes                                       |         |            |
| (26) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:  | (C) identify examples of art, music, and literature that transcend the cultures in which they were created and convey universal themes   | (vi) identify examples of literature that convey universal themes                                 |         |            |
| (27) 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: | (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 | (i) identify the origin of major ideas in mathematics that occurred in river valley civilizations |         |            |
| (27) 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: | (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 | (ii) identify the origin of major ideas in mathematics that occurred in classical Greece          |         |            |
| (27) 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: | (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 | (iii) identify the origin of major ideas in mathematics that occurred in classical Rome           |         |            |
| (27) 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: | (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 | (iv) identify the origin of major ideas in mathematics that occurred in classical India           |         |            |

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| (27) 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: | (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 | (v) identify the origin of major ideas in mathematics that occurred in the Islamic caliphates between 700 and 1200 |         |            |
| (27) 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: | (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 | (vi) identify the origin of major ideas in mathematics that occurred in China from the Tang to Ming dynasties      |         |            |
| (27) 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: | (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 | (vii) identify the origin of major ideas in science that occurred in river valley civilizations                    |         |            |
| (27) 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: | (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 | (viii) identify the origin of major ideas in science that occurred in classical Greece                             |         |            |
| (27) 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: | (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 | (ix) identify the origin of major ideas in science that occurred in classical Rome                                 |         |            |
| (27) 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: | (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 | (x) identify the origin of major ideas in science that occurred in classical India                                 |         |            |
| (27) 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: | (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 | (xi) identify the origin of major ideas in science that occurred in the Islamic caliphates between 700 and 1200    |         |            |
| (27) 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: | (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 | (xii) identify the origin of major ideas in science that occurred in China from the Tang to Ming dynasties         |         |            |

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| (27) 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: | (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 | (xiii) identify the origin of major ideas in technology that occurred in river valley civilizations                  |         |            |
| (27) 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: | (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 | (xiv) identify the origin of major ideas in technology that occurred in classical Greece                             |         |            |
| (27) 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: | (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 | (xv) identify the origin of major ideas in technology that occurred in classical Rome                                |         |            |
| (27) 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: | (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 | (xvi) identify the origin of major ideas in technology that occurred in classical India                              |         |            |
| (27) 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: | (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 | (xvii) identify the origin of major ideas in technology that occurred in the Islamic caliphates between 700 and 1200 |         |            |
| (27) 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: | (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 | (xviii) identify the origin of major ideas in technology that occurred in China from the Tang to Ming dynasties      |         |            |
| (27) 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: | (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 | (xix) identify the diffusion of major ideas in mathematics that occurred in river valley civilizations               |         |            |
| (27) 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: | (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 | (xx) identify the diffusion of major ideas in mathematics that occurred in classical Greece                          |         |            |

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| (27) 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: | (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 | (xxi) identify the diffusion of major ideas in mathematics that occurred in classical Rome                                |         |            |
| (27) 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: | (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 | (xxii) identify the diffusion of major ideas in mathematics that occurred in classical India                              |         |            |
| (27) 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: | (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 | (xxiii) identify the diffusion of major ideas in mathematics that occurred in the Islamic caliphates between 700 and 1200 |         |            |
| (27) 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: | (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 | (xxiv) identify the diffusion of major ideas in mathematics that occurred in China from the Tang to Ming dynasties        |         |            |
| (27) 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: | (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 | (xxv) identify the diffusion of major ideas in science that occurred in river valley civilizations                        |         |            |
| (27) 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: | (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 | (xxvi) identify the diffusion of major ideas in science that occurred in classical Greece                                 |         |            |
| (27) 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: | (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 | (xxvii) identify the diffusion of major ideas in science that occurred in classical Rome                                  |         |            |
| (27) 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: | (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 | (xxviii) identify the diffusion of major ideas in science that occurred in classical India                                |         |            |

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| (27) 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: | (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 | (xxix) identify the diffusion of major ideas in science that occurred in the Islamic caliphates between 700 and 1200    |         |            |
| (27) 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: | (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 | (xxx) identify the diffusion of major ideas in science that occurred in China from the Tang to Ming dynasties           |         |            |
| (27) 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: | (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 | (xxxi) identify the diffusion of major ideas in technology that occurred in river valley civilizations                  |         |            |
| (27) 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: | (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 | (xxxii) identify the diffusion of major ideas in technology that occurred in classical Greece                           |         |            |
| (27) 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: | (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 | (xxxiii) identify the diffusion of major ideas in technology that occurred in classical Rome                            |         |            |
| (27) 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: | (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 | (xxxiv) identify the diffusion of major ideas in technology that occurred in classical India                            |         |            |
| (27) 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: | (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 | (xxxv) identify the diffusion of major ideas in technology that occurred in the Islamic caliphates between 700 and 1200 |         |            |
| (27) 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: | (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 | (xxxvi) identify the diffusion of major ideas in technology that occurred in China from the Tang to Ming dynasties      |         |            |

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| (27) 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: | (B) summarize the major ideas in astronomy, mathematics, and architectural engineering that developed in the Maya, Inca, and Aztec civilizations | (i) summarize the major ideas in astronomy that developed in the Maya civilization                    |         |            |
| (27) 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: | (B) summarize the major ideas in astronomy, mathematics, and architectural engineering that developed in the Maya, Inca, and Aztec civilizations | (ii) summarize the major ideas in astronomy that developed in the Inca civilization                   |         |            |
| (27) 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: | (B) summarize the major ideas in astronomy, mathematics, and architectural engineering that developed in the Maya, Inca, and Aztec civilizations | (iii) summarize the major ideas in astronomy that developed in the Aztec civilization                 |         |            |
| (27) 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: | (B) summarize the major ideas in astronomy, mathematics, and architectural engineering that developed in the Maya, Inca, and Aztec civilizations | (iv) summarize the major ideas in mathematics that developed in the Maya civilization                 |         |            |
| (27) 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: | (B) summarize the major ideas in astronomy, mathematics, and architectural engineering that developed in the Maya, Inca, and Aztec civilizations | (v) summarize the major ideas in mathematics that developed in the Inca civilization                  |         |            |
| (27) 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: | (B) summarize the major ideas in astronomy, mathematics, and architectural engineering that developed in the Maya, Inca, and Aztec civilizations | (vi) summarize the major ideas in mathematics that developed in Aztec civilization                    |         |            |
| (27) 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: | (B) summarize the major ideas in astronomy, mathematics, and architectural engineering that developed in the Maya, Inca, and Aztec civilizations | (vii) summarize the major ideas in architectural engineering that developed in the Maya civilization  |         |            |
| (27) 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: | (B) summarize the major ideas in astronomy, mathematics, and architectural engineering that developed in the Maya, Inca, and Aztec civilizations | (viii) summarize the major ideas in architectural engineering that developed in the Inca civilization |         |            |
| (27) 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: | (B) summarize the major ideas in astronomy, mathematics, and architectural engineering that developed in the Maya, Inca, and Aztec civilizations | (ix) summarize the major ideas in architectural engineering that developed in the Aztec civilization  |         |            |
| (27) 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: | (C) explain the impact of the printing press on the Renaissance and the Reformation in Europe  | (i) explain the impact of the printing press on the Renaissance in Europe                             |         |            |
| (27) 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: | (C) explain the impact of the printing press on the Renaissance and the Reformation in Europe  | (ii) explain the impact of the printing press on the Reformation in Europe                            |         |            |



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|--|--|--|---------|------------|
| Course Title   | §113.42. World History Studies (One Credit), Beginning with School Year 2011-2012.   |  |         |            |
| TEKS (Knowledge and Skills)  | Student Expectation  | Breakout   | Element | Subelement |
| (27) 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:                 | (D) describe the origins of the Scientific Revolution in 16th century Europe and explain its impact on scientific thinking worldwide   | (i) describe the origins of the Scientific Revolution in 16th century Europe                             |         |            |
| (27) 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:                 | (D) describe the origins of the Scientific Revolution in 16th century Europe and explain its impact on scientific thinking worldwide   | (ii) explain its impact on scientific thinking worldwide   |         |            |
| (27) 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:                 | (E) identify the contributions of significant scientists such as Archimedes, Copernicus, Eratosthenes, Galileo, Pythagoras, Isaac Newton, and Robert Boyle   | (i) identify the contributions of significant scientists   |         |            |
| (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. The student is expected to: | (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 | (i) explain the role of textile manufacturing in initiating the Industrial Revolution                    |         |            |
| (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. The student is expected to: | (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 | (ii) explain the role of steam technology in initiating the Industrial Revolution                        |         |            |
| (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. The student is expected to: | (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 | (iii) explain the role of the factory system in advancing the Industrial Revolution                      |         |            |
| (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. The student is expected to: | (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 | (iv) explain the role of transportation technology in advancing the Industrial Revolution                |         |            |
| (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. The student is expected to: | (B) explain the roles of military technology, transportation technology, communication technology, and medical advancements in initiating and advancing 19th century imperialism                                   | (i) explain the roles of military technology in initiating and advancing 19th century imperialism        |         |            |
| (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. The student is expected to: | (B) explain the roles of military technology, transportation technology, communication technology, and medical advancements in initiating and advancing 19th century imperialism                                   | (ii) explain the roles of transportation technology in initiating and advancing 19th century imperialism |         |            |
| (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. The student is expected to: | (B) explain the roles of military technology, transportation technology, communication technology, and medical advancements in initiating and advancing 19th century imperialism                                   | (iii) explain the roles of communication technology in initiating and advancing 19th century imperialism |         |            |

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| TEKS (Knowledge and Skills)  | Student Expectation  | Breakout  | Element | Subelement |
| (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. The student is expected to: | (B) explain the roles of military technology, transportation technology, communication technology, and medical advancements in initiating and advancing 19th century imperialism   | (iv) explain the roles of medical advancements in initiating and advancing 19th century imperialism |         |            |
| (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. The student is expected to: | (C) explain the effects of major new military technologies on World War I, World War II, and the Cold War  | (i) explain the effects of major new military technologies on World War I                           |         |            |
| (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. The student is expected to: | (C) explain the effects of major new military technologies on World War I, World War II, and the Cold War  | (ii) explain the effects of major new military technologies on World War II                         |         |            |
| (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. The student is expected to: | (C) explain the effects of major new military technologies on World War I, World War II, and the Cold War  | (iii) explain the effects of major new military technologies on the Cold War                        |         |            |
| (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. The student is expected to: | (D) explain the role of telecommunication technology, computer technology, transportation technology, and medical advancements in developing the modern global economy and society | (i) explain the role of telecommunication technology in developing the modern global economy        |         |            |
| (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. The student is expected to: | (D) explain the role of telecommunication technology, computer technology, transportation technology, and medical advancements in developing the modern global economy and society | (ii) explain the role of computer technology in developing the modern global economy                |         |            |
| (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. The student is expected to: | (D) explain the role of telecommunication technology, computer technology, transportation technology, and medical advancements in developing the modern global economy and society | (iii) explain the role of transportation technology in developing the modern global economy         |         |            |
| (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. The student is expected to: | (D) explain the role of telecommunication technology, computer technology, transportation technology, and medical advancements in developing the modern global economy and society | (iv) explain the role of medical advancements in developing modern global economy                   |         |            |
| (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. The student is expected to: | (D) explain the role of telecommunication technology, computer technology, transportation technology, and medical advancements in developing the modern global economy and society | (v) explain the role of telecommunication technology in developing the modern global society        |         |            |

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| Course Title   | §113.42. World History Studies (One Credit), Beginning with School Year 2011-2012.   |   |         |            |
| TEKS (Knowledge and Skills)  | Student Expectation  | Breakout  | Element | Subelement |
| (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. The student is expected to: | (D) explain the role of telecommunication technology, computer technology, transportation technology, and medical advancements in developing the modern global economy and society | (vi) explain the role of computer technology in developing modern global society                              |         |            |
| (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. The student is expected to: | (D) explain the role of telecommunication technology, computer technology, transportation technology, and medical advancements in developing the modern global economy and society | (vii) explain the role of transportation technology in developing the modern global society                   |         |            |
| (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. The student is expected to: | (D) explain the role of telecommunication technology, computer technology, transportation technology, and medical advancements in developing the modern global economy and society | (viii) explain the role of medical advancements in developing the modern global society                       |         |            |
| (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. The student is expected to: | (E) identify the contributions of significant scientists and inventors such as Marie Curie, Thomas Edison, Albert Einstein, Louis Pasteur, and James Watt                          | (i) identify the contributions of significant scientists  |         |            |
| (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. The student is expected to: | (E) identify the contributions of significant scientists and inventors such as Marie Curie, Thomas Edison, Albert Einstein, Louis Pasteur, and James Watt                          | (ii) identify the contributions of significant inventors  |         |            |
| (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. The student is expected to:              | (A) identify methods used by archaeologists, anthropologists, historians, and geographers to analyze evidence  | (i) identify methods used by archaeologists to analyze evidence   |         |            |
| (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. The student is expected to:              | (A) identify methods used by archaeologists, anthropologists, historians, and geographers to analyze evidence  | (ii) identify methods used by anthropologists to analyze evidence   |         |            |
| (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. The student is expected to:              | (A) identify methods used by archaeologists, anthropologists, historians, and geographers to analyze evidence  | (iii) identify methods used by historians to analyze evidence   |         |            |
| (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. The student is expected to:              | (A) identify methods used by archaeologists, anthropologists, historians, and geographers to analyze evidence  | (iv) identify methods used by geographers to analyze evidence   |         |            |
| (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. The student is expected to:              | (B) explain how historians, when examining sources, analyze frame of reference, historical context, and point of view to interpret historical events                               | (i) explain how historians, when examining sources, analyze frame of reference to interpret historical events |         |            |

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| Course Title  | §113.42. World History Studies (One Credit), Beginning with School Year 2011-2012.   |  |         |            |
| TEKS (Knowledge and Skills)   | Student Expectation  | Breakout   | Element | Subelement |
| (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. The student is expected to: | (B) explain how historians, when examining sources, analyze frame of reference, historical context, and point of view to interpret historical events             | (ii) explain how historians, when examining sources, analyze historical context to interpret historical events |         |            |
| (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. The student is expected to: | (B) explain how historians, when examining sources, analyze frame of reference, historical context, and point of view to interpret historical events             | (iii) explain how historians, when examining sources, analyze point of view to interpret historical events     |         |            |
| (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. The student is expected to: | (C) explain the differences between primary and secondary sources and examine those sources to analyze frame of reference, historical context, and point of view | (i) explain the differences between primary and secondary sources  |         |            |
| (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. The student is expected to: | (C) explain the differences between primary and secondary sources and examine those sources to analyze frame of reference, historical context, and point of view | (ii) examine those sources to analyze frame of reference   |         |            |
| (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. The student is expected to: | (C) explain the differences between primary and secondary sources and examine those sources to analyze frame of reference, historical context, and point of view | (iii) examine those sources to analyze historical context  |         |            |
| (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. The student is expected to: | (C) explain the differences between primary and secondary sources and examine those sources to analyze frame of reference, historical context, and point of view | (iv) examine those sources to analyze point of view  |         |            |
| (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. The student is expected to: | (D) evaluate the validity of a source based on language, corroboration with other sources, and information about the author                                      | (i) evaluate the validity of a source based on language  |         |            |
| (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. The student is expected to: | (D) evaluate the validity of a source based on language, corroboration with other sources, and information about the author                                      | (ii) evaluate the validity of a source based on corroboration with other sources                               |         |            |
| (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. The student is expected to: | (D) evaluate the validity of a source based on language, corroboration with other sources, and information about the author                                      | (iii) evaluate the validity of a source based on information about the author                                  |         |            |
| (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. The student is expected to: | (E) identify bias in written, oral, and visual material  | (i) identify bias in written material  |         |            |
| (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. The student is expected to: | (E) identify bias in written, oral, and visual material  | (ii) identify bias in oral material  |         |            |

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| Course Title  | <b>§113.42. World History Studies (One Credit), Beginning with School Year 2011-2012.</b>   |   |         |            |
| TEKS (Knowledge and Skills)   | Student Expectation   | Breakout  | Element | Subelement |
| (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. The student is expected to: | (E) identify bias in written, oral, and visual material   | (iii) identify bias in visual material                                  |         |            |
| (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. The student is expected to: | (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 | (i) analyze information by sequencing                                   |         |            |
| (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. The student is expected to: | (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 | (ii) analyze information by categorizing                                |         |            |
| (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. The student is expected to: | (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 | (iii) analyze information by identifying cause-and-effect relationships |         |            |
| (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. The student is expected to: | (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 | (iv) analyze information by comparing                                   |         |            |
| (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. The student is expected to: | (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 | (v) analyze information by contrasting                                  |         |            |
| (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. The student is expected to: | (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 | (vi) analyze information by finding the main idea                       |         |            |

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| Course Title  | §113.42. World History Studies (One Credit), Beginning with School Year 2011-2012.  |   |         |            |
| TEKS (Knowledge and Skills)   | Student Expectation   | Breakout  | Element | Subelement |
| (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. The student is expected to: | (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 | (vii) analyze information by summarizing  |         |            |
| (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. The student is expected to: | (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 | (viii) analyze information by making generalizations and predictions                  |         |            |
| (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. The student is expected to: | (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 | (ix) analyze information by drawing inferences and conclusions                        |         |            |
| (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. The student is expected to: | (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 | (x) analyze information by developing connections between historical events over time |         |            |
| (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. The student is expected to: | (G) construct a thesis on a social studies issue or event supported by evidence   | (i) construct a thesis on a social studies issue or event supported by evidence       |         |            |
| (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. The student is expected to: | (H) use appropriate reading and mathematical skills to interpret social studies information such as maps and graphs   | (i) use appropriate reading skills to interpret social studies information            |         |            |
| (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. The student is expected to: | (H) use appropriate reading and mathematical skills to interpret social studies information such as maps and graphs   | (ii) use appropriate mathematical skills to interpret social studies information      |         |            |
| (30) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:  | (A) use social studies terminology correctly  | (i) use social studies terminology correctly  |         |            |
| (30) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:  | (B) use standard grammar, spelling, sentence structure, and punctuation   | (i) use standard grammar  |         |            |

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| TEKS (Knowledge and Skills)   | Student Expectation  | Breakout   | Element | Subelement |
| (30) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:  | (B) use standard grammar, spelling, sentence structure, and punctuation  | (ii) use standard spelling   |         |            |
| (30) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:  | (B) use standard grammar, spelling, sentence structure, and punctuation  | (iii) use standard sentence structure  |         |            |
| (30) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:  | (B) use standard grammar, spelling, sentence structure, and punctuation  | (iv) use standard punctuation  |         |            |
| (30) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:  | (C) interpret and create written, oral, and visual presentations of social studies information   | (i) interpret written presentations of social studies information  |         |            |
| (30) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:  | (C) interpret and create written, oral, and visual presentations of social studies information   | (ii) interpret oral presentations of social studies information  |         |            |
| (30) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:  | (C) interpret and create written, oral, and visual presentations of social studies information   | (iii) interpret visual presentations of social studies information   |         |            |
| (30) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:  | (C) interpret and create written, oral, and visual presentations of social studies information   | (iv) create written presentations of social studies information  |         |            |
| (30) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:  | (C) interpret and create written, oral, and visual presentations of social studies information   | (v) create oral presentations of social studies information  |         |            |
| (30) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:  | (C) interpret and create written, oral, and visual presentations of social studies information   | (vi) create visual presentations of social studies information   |         |            |
| (30) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:  | (D) transfer information from one medium to another  | (i) transfer information from one medium to another  |         |            |
| (31) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to: | (A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution | (i) 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 |         |            |
| (31) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to: | (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  | (i) 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  |         |            |