

# eSchool Course Syllabus

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## Syllabus for World History, Semester 1

The Plano ISD eSchool Mission is to create a borderless classroom based on a positive student-teacher relationship that fosters independent, innovative critical thinking and empowers students to thrive, contribute, and compete in a global society.

**Course Number: 03340400**

**Course Title: World History Studies**

### Communications

All communication with your teacher will be through the utilization of electronic tools such as email and discussion boards. Your assignments will be submitted directly into the Blackboard Learning Management System. You will receive a Welcome email from your teacher when your course is ready for you. You may email your teacher at any time with questions that you might have.

### Course Description

The first semester of World History covers the time period from the Pre-History to the Modern Era. Distinct regional societies emerge and evolve around river valleys. Increasing contact between regions leads to peaceful cultural exchanges as well as violent conflict.

The foundation of civilizations traces the evolution of complex systems of record keeping, governing, trade, and technology in settled societies. Major world belief systems emerge and influence the development of those complex cultural systems. The foundation period culminates with the rise and fall of classical empires which influence the structures of social, political and economic systems. The following post-classical period addresses trends from local decentralized economic and political systems to centralized control. Increasing interregional interactions of conflict and trade result in the transfer of ideas and technology. In the Early Modern, period these exchanges lead increasingly to an interest in trade and transoceanic exploration. Once the Old World meets the New World, the exchange of goods and increased trade. An era of increased globalization leads to new political and cultural trends.

### Course Objectives and Student Learning Outcomes

*Upon successful completion of this course, the student will be able to:*

- understand and identify traditional historical points of reference in world history from 800 BCE to 1750 CE including the development of agriculture, river valley civilizations and the classical civilizations of Greece, Rome, Persia, India, and China;
- understand and describe how early civilizations developed from 8000 BCE to 500 BCE; identify the characteristics of civilization;
- describe the historical origins, central ideas, and spread and effect of major religious and philosophical traditions, including Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and the development of monotheism;
- identify, understand, explain and describe the contributions and influence of classical civilization from 500 BCE to 600 CE on subsequent civilizations;
- understand how the collapse of classical empires led to the evolution and expansion of new political, economic, and social systems from 600 to 1450;
- identify, understand, explain, and describe the causes and describe the major effects of important turning points in history including the rise of the Ottoman Empire, the influence of the Ming dynasty on world trade, European exploration and the Columbian Exchange, European expansion, the Renaissance and the Reformation;

- understand the causes, characteristics, and impact of the European Renaissance and the Reformation from 1450 to 1750;
- understand, can compare, and explain the characteristics and impact of the Maya, Inca, and Aztec civilizations;
- understand, can analyze and explain the causes and impact of European expansion from 1450 to 1750
- understand the impact of geographic factors on major historic events and processes; locate places and regions of historical significance directly related to major eras and turning points in world history; analyze the influence of human and physical geographic factors on major events in world history;
- understand, identify, interpret, and summarize the impact and role of the Neolithic revolution and globalization on humanity;
- understand, identify, explain, and formulate generalizations for the characteristics of major political systems throughout history.
- Understand and explain how contemporary political systems have developed from earlier systems of government;
- understand, identify, and describe the significance of political choices and decisions made by individuals, groups and nations throughout history;
- understand and identify the historical development of significant legal and political concepts related to the rights and responsibilities of citizenship; summarize the development of the rule of law from ancient to modern times;
- understand and identify the history and relevance of major religious and philosophical traditions;
- understand and describe the roles of women, children, and families in different historical cultures;
- understand and explain how the development of ideas has influenced institutions and societies;
- understand the relationship between the arts and the times during which they were created; identify significant examples of art and architecture that demonstrate an artistic ideal or visual principle from selected cultures;
- understand, identify, and summarize how major scientific and mathematical discoveries and technological innovations affected societies prior to 1750;
- explain how historians, when examining sources, analyze frame of reference, historical context, and point of view to interpret historical events;
- apply critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology;
- communicate in written, oral, and visual forms.

### **Prerequisites**

Basic computer skills are necessary to progress normally through your online course. It is not necessary to be an expert, but a student must know how to use the basic capabilities of a computer: e.g. using the keyboard and mouse, Internet browsing, and open/save files on your computer.

**Hardware:** Students must have a working, current computer available, with adequate storage to download and save large files. A display of at least 1024X768 resolution is preferred. A sound card and speakers will be required for most courses, and a microphone is required for language courses. The availability of a printer is recommended

**Software/Applications:** Microsoft Office (2007 or higher) or a similar word processing, spreadsheet and presentation manager is required. A current version of a web browser (such as Internet Explorer, Cortana, Firefox, Safari, Chrome), is required. Adobe Acrobat Reader (free download) is required in many courses.

**Internet Connectivity:** Students must have availability of a working Internet connection. Direct high-speed Internet connection is recommended.

**Email:** Students must have an active, functioning email account with an “appropriate” email address to use for communicating with your teacher throughout the course and for communications with the eSchool office.

### **Course Materials**

No textbooks are required for this course.

### **Course Management Policies**

The instructor adapts to the district IEP whenever instructionally and technically possible.

As a first step in collecting all of the information that is needed to work with each student effectively, we ask that the student, or the receiving district site coordinator on the student’s behalf, log onto the website and complete the online registration process. Please complete this registration process as soon as possible to allow time to set up the course and send the student the information to access it and begin working.

### **Academic Integrity/Copyright Policy:**

Academic integrity violations, plagiarism, and copyright violations will not be tolerated. The Introductory unit of your course will teach you the details of PISD’s expectations on such topics. Your teacher will utilize plagiarism check tools throughout the course.

### **Online Etiquette (“Netiquette”):**

Netiquette is meant to help you communicate professionally and effectively in an online collaborative setting. Students will follow all guidelines relating to internet etiquette and will communicate respectfully with all people. The Introductory unit of your course will teach you the details of PISD’s expectations on such topics. Your course will contain discussion boards, journals, blogs and/or wikis where your “netiquette” is important.

### **Privacy Policy:**

Plano ISD’s FERPA policy may be found at <http://pol.tasb.org/Policy/Code/312?filter=FL>

### **Grading and Evaluation**

In order to earn credit for an online course, a student must:

1.complete all course work  
and

2.in that process of completing all course work, earn a passing average of at least 70.

That average is determined by the number of points that a student earns divided by the total number of points available in the course.

For example, if you earn 1005 points in the course, your grade will be:

$$1005 \div 1236 = 0.8131 \text{ for a grade of 81.}$$

A student or parent may check the course grade at any time. The first step is to log into the course. On the toolbar to the left, click the tab for Tools, and then click My Grades.

Teacher discretion may always be used when accepting and grading work. Please note that a teacher may deduct points for work submitted past the student’s specific due date/s. If all course work is not submitted before the specified course end date, the student will not be awarded credit for the course.

**Assessments:**

All courses contain a number of self-assessments (allowing the student to gauge their understanding of the material before proceeding to a graded assessment. Graded assessments include quizzes as well as exams. The student's school district (known as the receiving district), is required to provide proctors for major exams.

**Class Participation:**

Every student will have a specific schedule for completing and submitting assignments and tests. Students are required to adhere to their schedule. Students must maintain consistent email communication with their teacher. Students must complete the discussion assignments and collaborative activities throughout the course. Students who are not adhering to their course schedule or students who are not maintaining the basic requirements of participation, such as maintaining email communication with their teacher, may be dropped from the course.

**Drop Policy:**

Students may choose to drop the course within 15 days from their start date without penalty. Notify your school's/district's site coordinator to have them indicate such a drop situation to TxVSN.

## Course Content Outline

Unit	Course Content and Assignments
<b>Unit 1</b>	<p><b>Introductory Unit</b></p> <p><b>Unit Objective</b></p> <p>Upon completion of this unit, the student will be able to:</p> <ul style="list-style-type: none"><li>• understand terms related to academic integrity such as plagiarism, cheating, paraphrasing, quoting, citing, public domain, fair use, academic dishonesty, copyright, self-plagiarism;</li><li>• identify guidelines for avoiding academic dishonesty;</li><li>• identify guidelines for Netiquette to be followed during this course;</li><li>• use basic Internet and software skills necessary to complete this course;</li><li>• use Discussion Boards in this course; and</li><li>• demonstrate mastery of the introductory unit objectives.</li></ul> <p><b>Assignments</b></p> <ul style="list-style-type: none"><li>• Journal Activity</li><li>• Time Magazine vs. the National Enquirer</li><li>• Surfing the Web Activity</li><li>• Plagiarism and Netiquette – Notes and Activities</li><li>• Netiquette Discussion Board</li></ul>

<b>Unit 2</b>	<p><b>Foundation: Neolithic Revolution and Ancient River Valley Civilizations</b></p> <p><b>Unit Objectives</b></p> <p>Upon completion of this unit, the student will be able to:</p> <ul style="list-style-type: none"> <li>• identify major causes and describe the major effects of the following events from 8000 BCE to 500 BCE: the development of agriculture and the development of river valley civilizations;</li> <li>• summarize the impact of the development of farming (Neolithic Revolution) on the creation of river valley civilizations;</li> <li>• identify and summarize important economic changes in human life caused by the Neolithic Revolution, including driving political changes;</li> <li>• identify the characteristics of civilizations;</li> <li>• explain how major river valley civilizations influenced the development of classical civilizations;</li> <li>• identify the characteristics of government in early civilizations, especially monarchies and theocracies;</li> <li>• summarize the development of the rule of law in ancient times, including the impact of Hammurabi's Code;</li> <li>• locate places and regions of historical significance from the ancient civilizations;</li> <li>• identify significant examples of art and architecture that demonstrate an artistic ideal or visual principle from river valley civilizations and reflect the history and culture of the regions;</li> <li>• identify the origin and diffusion of major ideas in mathematics, science and technology that occurred during the river valley civilizations;</li> <li>• analyze the influence of human and physical geographic factors on major events in the development of river valley civilizations;</li> <li>• understand the religious beliefs of the Mesopotamian, Egyptian, Indian, and Chinese civilizations; and</li> <li>• analyze the social structure of the Mesopotamian, Egyptian, Indian, and Chinese civilizations.</li> </ul>
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<b>Unit 2</b>	<p><b>Multimedia / Presentation</b></p> <ul style="list-style-type: none"> <li>• Mesopotamia and the Fertile Crescent Video</li> <li>• Egyptian Pyramids Video</li> <li>• Egypt's Middle and New Kingdom Video</li> <li>• Mummification in Egypt Video</li> <li>• Hinduism Video</li> <li>• China's Shang and Zhou Dynasties Video</li> <li>• Buddhism Video</li> </ul> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Unit 2 Lessons and Activities</li> <li>• Cultivating Crops, Domesticating Animals (Overview)</li> </ul> <p><b>Assignment</b></p> <ul style="list-style-type: none"> <li>• Neolithic Hunter-Gatherers Research and Analysis</li> <li>• Presentation of Early Civilizations</li> </ul> <p><b>Discussion</b></p> <ul style="list-style-type: none"> <li>• Neolithic Revolution Discussion Board</li> </ul> <p><b>Blog</b></p> <ul style="list-style-type: none"> <li>• Unit 2 Blog</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Mesopotamia Drag and Drop Activity</li> <li>• Huang He Valley Quiz Group</li> <li>• Unit 2 Test</li> </ul>
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<b>Unit 3</b>	<p><b>Classical Civilizations: Greece, Rome, India, and China</b></p> <p><b>Unit Objective</b></p> <p>Upon completion of this unit, the student will be able to:</p> <ul style="list-style-type: none"> <li>• identify major causes and describe the major effects of the following events from 500 BCE to 600 CE: the development of the classical civilizations of Greece, Rome, Persia, India (Maurya and Gupta), China (Zhou, Qin, and Han), and the development of major world religions;</li> <li>• 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;</li> <li>• explain the impact of the fall of Rome on Western Europe;</li> <li>• compare the factors that led to the collapse of Rome and Han China;</li> <li>• locate places and regions of historical significance from the Classical civilizations;</li> <li>• describe the historical origins, central ideas, and spread of major religious and philosophical traditions, including Buddhism, Christianity, Confucianism, Hinduism, Judaism, Sikhism, and the development of monotheism;</li> <li>• describe the changing roles of women, children, and families during the Classical civilizations;</li> <li>• summarize the fundamental ideas and institutions of Western civilizations that originated in Greece and Rome;</li> <li>• summarize the fundamental ideas and institutions of Eastern civilizations that originated in China and India;</li> <li>• analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced;</li> <li>• identify the origin and diffusion of major ideas in mathematics, science, and technology that occurred in classical Greece, Rome, classical India, and through Sui China;</li> <li>• identify the impact of political and legal ideas contained in the Jewish Ten Commandments;</li> <li>• identify the characteristics of the following political systems: theocracy, democracy, republic, oligarchy;</li> <li>• explain the development of democratic-republican government from its beginnings in the Judeo-Christian legal tradition and classical Greece and Rome; and</li> <li>• identify the contributions of significant scientists such as Archimedes, Eratosthenes, Pythagoras.</li> </ul>
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<b>Unit 3</b>	<p><b>Multimedia / Presentation</b></p> <ul style="list-style-type: none"> <li>• Greek Mythology Video</li> <li>• The Struggle Between Sparta and Athens and the Fate of Greece Video</li> <li>• Tensions and Conflict Between the Spartans and Athenians Video</li> <li>• China's Qin and Han Dynasties Video</li> <li>• Greek Theater Video</li> <li>• Greek Philosophers Video</li> </ul> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Unit 3 Lessons and Activities</li> <li>• Roman Cultural Values: Women Readings</li> </ul> <p><b>Assignment</b></p> <ul style="list-style-type: none"> <li>• Compare and Contrast: Athens and Sparta</li> <li>• Roman Cultural Values: Women</li> <li>• Analysis of Classical Religions Assignment</li> </ul> <p><b>Blog</b></p> <ul style="list-style-type: none"> <li>• Unit 3 Blog</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• The Hellenistic World Quiz Group</li> <li>• Legacies Quiz Group</li> <li>• Imperial Rome Quiz Group</li> <li>• Geography and the Aryan Legacy Quiz Group</li> <li>• Unit 3 Essay Test</li> <li>• Unit 3 Test</li> </ul>
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<p><b>Unit 4</b></p>	<p><b>Post-Classical Civilizations: Rise and Spread of Islam and Buddhism</b></p> <p><b>Unit Objective</b></p> <p>Upon completion of this unit, the student will be able to:</p> <ul style="list-style-type: none"> <li>• identify major causes and describe the major effects of the following important turning points in world history from 600 to 1450: the development of Islamic caliphates and their impact on Asia, Africa, and Europe, spread of major religions (Buddhism and Islam);</li> <li>• explain the political, economic, and social impact of Islam on Europe, Asia, and Africa;</li> <li>• describe the interactions among Muslim, Christian, and Jewish societies in Europe, Asia, and North Africa;</li> <li>• describe the interactions between Muslim and Hindu societies in South Asia;</li> <li>• describe the historical origins, central ideas, and spread of major religious and philosophical traditions, Christianity, Islam, Buddhism and the development of monotheism;</li> <li>• explain how Islam influences law and government in the Muslim world;</li> <li>• analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced;</li> <li>• identify the impact of political and legal ideas contained in Justinian's Code of Laws;</li> <li>• identify the origin and diffusion of major ideas in mathematics, science, and technology that occurred in the Islamic caliphates between 700 and 1200 and during the Golden Age of China; and</li> <li>• locate places and regions of historical significance directly related to the spread of Islam.</li> </ul> <p><b>Multimedia / Presentation</b></p> <ul style="list-style-type: none"> <li>• Genghis Khan and the Mongols Video</li> </ul> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Unit 4 Lessons and Activities</li> </ul> <p><b>Assignment</b></p> <ul style="list-style-type: none"> <li>• Islam Key Question</li> <li>• Islamic Newspaper Article</li> </ul> <p><b>Blog</b></p> <ul style="list-style-type: none"> <li>• Unit 4 Blog</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• African Pre-History Quiz Group</li> <li>• Comparative Essay</li> <li>• Unit 4 Test</li> </ul>
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<b>Unit 5</b>	<p><b>Post Classical: The Byzantine Empire</b></p> <p><b>Unit Objective</b></p> <p>Upon completion of this unit, the student will be able to:</p> <ul style="list-style-type: none"> <li>• identify major causes and describe the major effects of the following important turning points in world history from 600 to 1450: the spread of Christianity, the decline of Rome and the formation of medieval Europe;</li> <li>• 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;</li> <li>• explain the development of Christianity as a unifying social/political factor during the Byzantine Empire;</li> <li>• explain the characteristics of Roman Catholicism and Eastern Orthodoxy;</li> <li>• explain the development of Christianity as a unifying social/political factor in medieval Europe;</li> <li>• describe the historical origins, central ideas, and spread of major religious and philosophical traditions, Christianity, Islam, and the development of monotheism;</li> <li>• explain the political, economic, and social impact of Islam on Europe;</li> <li>• describe the interactions among Muslim, Christian, and Jewish societies in Europe and Asia;</li> <li>• explain how the Crusades, the Black Death, the Hundred Years' War, and the Great Schism contributed to the end of Medieval Europe;</li> <li>• identify examples of religious influence on various events during Medieval Europe;</li> <li>• describe the changing roles of women, children, and families during Medieval Europe;</li> <li>• trace the development of the governments of England and France in Medieval Europe;</li> <li>• analyze information by sequencing, categorizing, identifying cause and-effect relationships, comparing, contrasting, especially between European and Japanese feudalism; and</li> <li>• locate places and regions of historical significance directly related to the spread of Christianity and Islam.</li> </ul> <p><b>Multimedia / Presentation</b></p> <ul style="list-style-type: none"> <li>• Social Structure in the Middle Ages Video</li> <li>• The Crusades and the High Middle Ages Video</li> <li>• The Black Death and the Late Middle Ages Video</li> <li>• Japan: Memoirs of a Secret Empire Video</li> </ul>
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<b>Unit 5</b>	<p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Unit 5 Lessons and Activities</li> </ul> <p><b>Assignment</b></p> <ul style="list-style-type: none"> <li>• Chronology of Key Historical Events in Medieval Europe Activity</li> <li>• Comparison of Feudal Periods Assignment</li> </ul> <p><b>Blog</b></p> <ul style="list-style-type: none"> <li>• Unit 5 Blog</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• The Eastern Roman Empire Quiz Group</li> <li>• The Church and the Crusades Quiz Group</li> <li>• Unit 5 Test</li> </ul>
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<p><b>Unit 6</b></p>	<p><b>Renaissance and Reformation</b></p> <p><b>Unit Objective</b></p> <p>Upon completion of this unit, the student will be able to:</p> <ul style="list-style-type: none"> <li>• identify major causes and describe the major effects of the following important turning points in world history from 1450 to 1750: the rise of the Ottoman Empire and the Renaissance and the Reformation;</li> <li>• explain the development of the slave trade;</li> <li>• explain the political, intellectual, artistic, economic, and religious impact of the Renaissance;</li> <li>• explain the political, intellectual, artistic, economic, and religious impact of the Reformation;</li> <li>• explain the impact of the Ottoman Empire on Eastern Europe and global trade;</li> <li>• explain Ming China's impact on global trade;</li> <li>• analyze the influence of human and physical geographic factors on major events in world history, including trade in the Indian Ocean;</li> <li>• locate places and regions of historical significance directly related to increasing trans-regional interactions;</li> <li>• explain the relationship among Christianity, individualism, and growing secularism that began with the Renaissance and how the relationship influenced subsequent political developments;</li> <li>• identify significant examples of art and architecture that demonstrate an artistic ideal or visual principle from selected cultures;</li> <li>• analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced;</li> <li>• identify the origin and diffusion of major ideas in mathematics, science, and technology that occurred China from the Tang to Ming dynasties; and</li> <li>• explain the impact of the printing press on the Renaissance and the Reformation in Europe.</li> </ul> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Unit 6 Lessons and Activities</li> </ul> <p><b>Assignment</b></p> <ul style="list-style-type: none"> <li>• Comparing Art of the Italian and Northern Renaissance</li> </ul> <p><b>Blog</b></p> <ul style="list-style-type: none"> <li>• Unit 6 Blog</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Mongols and the Decline of the Nomads Quiz Group</li> <li>• The Reformation Quiz Group</li> <li>• Unit 6 Essay Test – Mongols DBQ</li> <li>• Unit 6 Test</li> </ul>
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Unit 7	<p><b>Early Modern to Modern: Exploration and the Scientific Revolution</b></p> <p><b>Unit Objective</b></p> <p>Upon completion of this unit, the student will be able to:</p> <ul style="list-style-type: none"> <li>• identify major causes and describe the major effects of the following important turning points in world history from 1450 to 1750: the influence of the Ming dynasty on world trade, European exploration and the Columbian Exchange, and European expansion;</li> <li>• compare the major political, economic, social, and cultural developments of the Maya, Inca, and Aztec civilizations and explain how prior civilizations influenced their development;</li> <li>• explain how the Inca and Aztec empires were impacted by European exploration/colonization;</li> <li>• analyze the causes of European expansion from 1450 to 1750;</li> <li>• explain the impact of the Columbian Exchange on the Americas and Europe;</li> <li>• explain the impact of the Atlantic slave trade on West Africa and the Americas;</li> <li>• explain new economic factors and principles that contributed to the success of Europe's Commercial Revolution;</li> <li>• identify major causes and describe the major effects of the Scientific Revolution;</li> <li>• locate places and regions of historical significance directly related to European exploration;</li> <li>• identify examples of religious influence on exploration;</li> <li>• summarize the major ideas in astronomy, math, and architectural engineering that developed in the Maya, Inca, and Aztec civilizations;</li> <li>• describe the origins of the Scientific Revolution in 16th century Europe and explain its impact on scientific thinking worldwide;</li> <li>• identify the contributions of significant scientists such as: Archimedes, Copernicus, Eratosthenes, Galileo, Pythagoras, Isaac Newton, and Robert Boyle;</li> <li>• analyze and compare geographic distributions and patterns in world history shown on maps, graphs, charts, and models; and</li> <li>• interpret maps, charts, and graphs to explain how geography has influenced people and events in the past.</li> </ul>
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<b>Unit 7</b>	<p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Unit 7 Lessons and Activities</li> </ul> <p><b>Assignment</b></p> <ul style="list-style-type: none"> <li>• Scientific Revolution Drag n Drop</li> <li>• Exploring the World Letter</li> </ul> <p><b>Discussion</b></p> <ul style="list-style-type: none"> <li>• Scientific Revolution Discussion Board</li> </ul> <p><b>Blog</b></p> <ul style="list-style-type: none"> <li>• Unit 7 Blog</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Age of Exploration Quiz Group</li> <li>• Effects on the New World Quiz Group</li> <li>• Unit 7 Test</li> </ul>
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<b>Unit 8</b>	<p><b>The Enlightenment and Absolutism</b></p> <p><b>Unit Objectives</b></p> <p>Upon completion of this unit, the student will be able to:</p> <ul style="list-style-type: none"> <li>• identify major causes and describe the major effects of the following important turning point in world history from 1750 to 1914: the Enlightenment's impact on political thought;</li> <li>• compare the causes, characteristics, and consequences of early political revolutions, emphasizing the role of the Enlightenment, the Glorious Revolution, and religion;</li> <li>• identify examples of religious influence on Enlightenment thinkers (philosophes) and monarchies;</li> <li>• identify the characteristics of the following political systems: absolute monarchy, democracy, republic, and limited monarchy;</li> <li>• 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;</li> <li>• identify the impact of political and legal ideas contained in the following documents: the Magna Carta and the English Bill of Rights;</li> <li>• explain the political philosophies of individuals such as John Locke, Thomas Hobbes, Voltaire, Charles de Montesquieu, Jean Jacques Rousseau, Thomas Aquinas, and John Calvin;</li> <li>• describe how people have participated in supporting or changing their governments;</li> <li>• describe the rights and responsibilities of citizens and noncitizens in civic participation during the period of absolute monarchies; and</li> <li>• 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.</li> </ul> <p><b>Multimedia / Presentation</b></p> <ul style="list-style-type: none"> <li>• The History of the U.S. Government Video</li> <li>• Peter the Great Video</li> </ul>
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<b>Unit 8</b>	<p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Unit 8 Lessons and Activities</li> </ul> <p><b>Assignment</b></p> <ul style="list-style-type: none"> <li>• Growth of Secularism</li> <li>• Absolute Monarch's Report Card</li> </ul> <p><b>Blog</b></p> <ul style="list-style-type: none"> <li>• Unit 8 Blog</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Philosophe DragNDrop</li> <li>• Absolutism: Attempts in England Quiz Group</li> <li>• Rise of the Nation-State DragNDrop</li> <li>• Unit 8 Test</li> </ul>
<b>Final Exam</b>	<ul style="list-style-type: none"> <li>• Final Exam Part 1</li> <li>• Final Exam Part 2 (Essay)</li> </ul>

**§113.42. World History Studies (One Credit), Beginning with School Year 2011-2012.**

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

(b) Introduction.

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

(2) The following periodization should serve as the framework for the organization of this course: **8000 BC-500 BC (Development of River Valley Civilizations); 500 BC-AD 600 (Classical Era); 600-1450 (Post-classical Era); 1450-1750 (Connecting Hemispheres); 1750-1914 (Age of Revolutions); and 1914-present (20th Century to the Present)**. Specific events and processes may transcend these chronological boundaries.

(3) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as state papers, legal documents, charters, constitutions, biographies, autobiographies, speeches, letters, literature, music, art, and architecture is encouraged. Motivating resources are available from museums, art galleries, and historical sites.

(4) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (c) of this section should be

incorporated into the teaching of all essential knowledge and skills for social studies.

(5) A greater depth of understanding of complex content material can be attained by integrating social studies content and skills and by analyzing connections between and among historical periods and events. The list of events and people in this course curriculum should not be considered exhaustive. Additional examples can and should be incorporated. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(6) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.

(7) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation, as referenced in the Texas Education Code (TEC), §28.002(h).

(8) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.

(9) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.

(A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the

formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.

(B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."

(10) Students identify and discuss how the actions of U.S. citizens and the local, state, and federal governments have either met or failed to meet the ideals espoused in the founding documents.

(c) Knowledge and skills.

*Source: The provisions of this §113.42 adopted to be effective August 23, 2010, 35 TexReg 7232.*

TEKS	Bloom's Reqm't	Bloom's Actual	Where addressed
(1) History. The student understands traditional historical points of reference in world history. The student is expected to:			
(A) identify major causes and describe the major effects of the following events from 8000 BC to 500 BC: the development of agriculture and the development of the river valley civilizations;	Knowledge	Comprehension	S1 Unit 2 Lessons and Activities - Mesopotamia, Lesson Egypt, Lesson Indus, and Lesson Huange He
(B) identify major causes and describe the major effects of the following events from 500 BC to AD 600: the development of the classical civilizations of Greece, Rome, Persia, India (Maurya and Gupta), China (Zhou, Qin, and Han), and the development of major world religions;	Knowledge	Analysis	S1 Unit 3 Lessons and Activities - Homeric and Classical Greece, Lesson Rome, Lesson Persia, Lesson Legacies, Lesson Han China, Lesson Aryan Legacy
(C) identify major causes and describe the major effects of the following important turning points in world history from 600 to 1450: the spread of Christianity, the decline of Rome and the formation of medieval Europe; the development of Islamic caliphates and their impact on Asia, Africa, and Europe; the Mongol invasions and their impact on Europe, China, India, and Southwest Asia;	Knowledge	Analysis	S1 Unit 4 Lessons and Activities - Birth of Islam  S1 Unit 4 Lessons and Activities - African Pre-history

	TEKS	Bloom's Reqm't	Bloom's Actual	Where addressed
	(D) identify major causes and describe the major effects of the following important turning points in world history from 1450 to 1750: the rise of the Ottoman Empire, the influence of the Ming dynasty on world trade, European exploration and the Columbian Exchange, European expansion, and the Renaissance and the Reformation;	Knowledge	Synthesis	S1 Unit 6 Lessons and Activities - Nomad Culture and the Turks  S1 Unit 6 Lessons and Activities - Mongol and the Decline of the Nomads  S1 U6A1 Comparing Art of the Italian and Northern Renaissance  S1 U6A2 Unit 6 Essay Test – Mongols DBQ  S1 U7A3 Exploring the World Letter
	(E) identify major causes and describe the major effects of the following important turning points in world history from 1750 to 1914: the Scientific Revolution, the Industrial Revolution and its impact on the development of modern economic systems, European imperialism, and the Enlightenment's impact on political revolutions; and	Knowledge	Analysis	S1 U7A1 Drag and drop Scientific Revolution  S1 Unit 8 Lessons and Activities - Spread of Enlightenment  S2 Unit 2 Lesson 1 - American Revolution
	(F) identify major causes and describe the major effects of the following important turning points in world history from 1914 to the present: the world wars and their impact on political, economic, and social systems; communist revolutions and their impact on the Cold War; independence movements; and globalization.	Knowledge	Analysis	S2 Unit 5 Lesson 4 – Rise of Totalitarian Governments  S2 U6A5 – WWII Cause and Effect Events  S2 U7A3 Cold War Hot Spots Map Activity  S2 Unit 7 Lesson 4 Decolonization and Independence Movements
(2) History. The student understands how early civilizations developed from 8000 BC to 500 BC. The student is expected to:				

TEKS		Bloom's Reqm't	Bloom's Actual	Where addressed
	(A) summarize the impact of the development of farming (Neolithic Revolution) on the creation of river valley civilizations;	Comprehension	Analysis	S1 Unit 2 Lessons and Activities - Introduction, Lesson Mesopotamia
	(B) identify the characteristics of civilization; and	Knowledge	Analysis	S1 Unit 2 Lessons and Activities - Mesopotamia
	(C) explain how major river valley civilizations influenced the development of the classical civilizations.	Comprehension	Comprehension	S1 Unit 2 Lessons and Activities - Ancient Egypt
(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;	Knowledge	Analysis	S1 Unit 3 Lessons and Activities - Judaism and Rise of Christianity
	(B) explain the impact of the fall of Rome on Western Europe; and	Comprehension	Comprehension	S1 Unit 3 Lessons and Activities - Decline and Fall of Rome
	(C) compare the factors that led to the collapse of Rome and Han China.	Analysis	Analysis	S1 U3A4 Essay 3 Test
(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;	Comprehension	Comprehension	S1 Unit 5 Lessons and Activities - The Eastern Roman Empire
	(B) explain the characteristics of Roman Catholicism and Eastern Orthodoxy;	Comprehension	Comprehension	S1 Unit 5 Lessons and Activities - The Church and the Crusades S1 Unit 5 Lessons and Activities - The Eastern Roman Empire
	(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;	Knowledge	Synthesis	S1 U5A1 Chronology of Key Historical Events in Medieval Europe Activity S1 Unit 5 Lessons and Activities - European Feudalism

TEKS		Bloom's Reqm't	Bloom's Actual	Where addressed
	(D) explain the political, economic, and social impact of Islam on Europe, Asia, and Africa;	Comprehension	Analysis	S1 Unit 4 Lessons and Activities
	(E) describe the interactions among Muslim, Christian, and Jewish societies in Europe, Asia, and North Africa;	Knowledge	Comprehension	S1 Unit 4 Lessons and Activities - African Pre-History
	(F) describe the interactions between Muslim and Hindu societies in South Asia;	Knowledge	Knowledge	S1 Unit 4 Lessons and Activities - Birth of Islam
	(G) explain how the Crusades, the Black Death, the Hundred Years' War, and the Great Schism contributed to the end of medieval Europe;	Comprehension	Comprehension	S1 U5A1 - Chronology of Key Historical Events in Medieval Europe Activity
	(H) summarize the major political, economic, and cultural developments in Tang and Song China and their impact on Eastern Asia;	Comprehension	Comprehension	S1 Unit 4 Lessons and Activities - Tang and Song
	(I) explain the development of the slave trade;	Comprehension	Application	S1 U7A3 - Exploring the World Letter
	(J) analyze how the Silk Road and the African gold-salt trade facilitated the spread of ideas and trade; and	Analysis	Analysis	S1 Unit 4 Lessons and Activities - African Pre-History
	(K) summarize the changes resulting from the Mongol invasions of Russia, China, and the Islamic world.	Comprehension	Analysis	S1 U6A2 – Unit 6 Essay Test – Mongols DBQ
(5) History. The student understands the causes, characteristics, and impact of the European Renaissance and the Reformation from 1450 to 1750. The student is expected to:				
	(A) explain the political, intellectual, artistic, economic, and religious impact of the Renaissance; and	Comprehension	Analysis	S1 U6A1 – Comparing Art of the Italian and Northern Renaissance
	(B) explain the political, intellectual, artistic, economic, and religious impact of the Reformation.	Comprehension	Comprehension	S1 Unit 6 Lessons and Activities - Reformation
6) History. The student understands the characteristics and impact of the Maya, Inca, and Aztec civilizations. The student is expected to:				



TEKS		Bloom's Reqm't	Bloom's Actual	Where addressed
	(A) compare the major political, economic, social, and cultural developments of the Maya, Inca, and Aztec civilizations and explain how prior civilizations influenced their development; and	Analysis	Analysis	S1 Unit 7 Lessons and Activities - Native People in the New World Pre-Columbia
	(B) explain how the Inca and Aztec empires were impacted by European exploration/colonization.	Comprehension	Application	S1 U7A3 Exploring the World Letter
(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;	Analysis	Application	S1 Unit 7 Lessons and Activities - Scientific Revolution and the Age of Exploration  S1 U7A3 Exploring the World Letter
	(B) explain the impact of the Columbian Exchange on the Americas and Europe;	Comprehension	Application	S1 U7A3 Exploring the World Letter  S1 Unit 7 Lessons and Activities - Effects of New World
	(C) explain the impact of the Atlantic slave trade on West Africa and the Americas;	Comprehension	Application	S1 U7A3 Exploring the World Letter  S1 Unit 7 Lessons and Activities - Age of Exploration
	(D) explain the impact of the Ottoman Empire on Eastern Europe and global trade;	Comprehension	Comprehension	S1 Unit 6 Lessons and Activities - Nomadic Culture and the Turks  S1 Unit 6 Lessons and Activities - Mongols and the Decline of Nomads
	(E) explain Ming China's impact on global trade; and	Comprehension	Comprehension	S1 Unit 6 Lessons and Activities - Mongols and the Decline of Nomads

TEKS		Bloom's Reqm't	Bloom's Actual	Where addressed
	(F) explain new economic factors and principles that contributed to the success of Europe's Commercial Revolution.	Comprehension	Comprehension	S1 Unit 7 Lessons and Activities - Scientific Revolution and the Age of Exploration S2 Unit 3 Lesson 1 - 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:				
	(A) explain how 17th and 18th century European scientific advancements led to the Industrial Revolution;	Comprehension	Synthesis	S1 Unit 7 Lessons and Activities - Scientific Revolution S2 U3A2 Witnesses to the Industrial Revolution
	(B) explain how the Industrial Revolution led to political, economic, and social changes in Europe;	Comprehension	Synthesis	S2 U3A2 Witnesses to the Industrial Revolution
	(C) identify the major political, economic, and social motivations that influenced European imperialism;	Knowledge	Analysis	S2 Unit 4 Lesson 1 - Imperialism S2 Unit 4 Lesson 1 - Imperialism S2 Unit 4 Lesson 1 - Imperialism
	(D) explain the major characteristics and impact of European imperialism; and	Comprehension	Analysis	S2 Unit 4 Lesson 1 - Imperialism
	(E) explain the effects of free enterprise in the Industrial Revolution.	Comprehension	Synthesis	S2 Unit 3 Lesson 2 - Economic Theories S2 U3A1 How the Other Half Lives DBQ
(9) History. The student understands the causes and effects of major political revolutions between 1750 and 1914. The student is expected to:				

TEKS		Bloom's Reqm't	Bloom's Actual	Where addressed
	(A) compare the causes, characteristics, and consequences of the American and French revolutions, emphasizing the role of the Enlightenment, the Glorious Revolution, and religion;	Analysis	Analysis	S1 U8A2 Absolute Monarchs Report Card S2 U2A2 Solutions in Revolution
	(B) explain the impact of Napoleon Bonaparte and the Napoleonic Wars on Europe and Latin America;	Comprehension	Comprehension	S2 Unit 2 Lesson 2- The French Revolution S2 Unit 2 Lesson 4 - Latin American Revolutions
	(C) trace the influence of the American and French revolutions on Latin America, including the role of Simón Bolívar; and	Analysis	Analysis	S2 Unit 2 Lesson 2 - The French Revolution S2 Unit 2 Lesson 4 - Latin American Revolutions S2 Unit 2 Tests and Quizzes
	(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.	Knowledge	Analysis	S2 U2A2 Solutions in Revolution
(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;	Comprehension	Comprehension	S2 Unit 4 Lesson 4 - WWI
	(B) identify major characteristics of World War I, including total war, trench warfare, modern military technology, and high casualty rates;	Knowledge	Application	S2 Unit 4 Lesson 4 - WWI S2 U4A2 Literature, Poetry, Letters Home and Art Activity

TEKS		Bloom's Reqm't	Bloom's Actual	Where addressed
	(C) explain the political impact of Woodrow Wilson's Fourteen Points and the political and economic impact of the Treaty of Versailles, including changes in boundaries and the mandate system; and	Comprehension	Analysis	S2 Unit 5 Lesson 1 - WWI Peace S2 Unit 6 Lesson 1 - Causes of WWII
	(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.	Knowledge	Applicaiton	S2 Unit 5 Lesson2 - Russian Revolution
(11) History. The student understands the causes and impact of the global economic depression immediately following World War I. The student is expected to:				
	(A) summarize the international, political, and economic causes of the global depression; and	Comprehension	Comprehension	S2 Unit 5 Lesson 3 - Between the Wars
	(B) explain the responses of governments in the United States, Germany, and the Soviet Union to the global depression.	Comprehension	Comprehension	S2 Unit 5 Lesson 3 - Between the Wars S2 Unit 5 Lesson 4 – Rise of Totalitarian Governments
(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;	Knowledge	Comprehension	S2 Unit 5 Lesson 4 – Rise of Totalitarian Governments S2 U6A1 Totalitarian Leaders Activity
	(B) explain the roles of various world leaders, including Benito Mussolini, Adolf Hitler, Hideki Tojo, Joseph Stalin, Franklin D. Roosevelt, and Winston Churchill, prior to and during World War II; and	Comprehension	Evaluation	S2 U6A1 Totalitarian Leaders Activity S2 U6A5 WWII Cause and Effect Events
	(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.	Comprehension	Synthesis	S2 U6A3 Breaking News! Headlines of WWI S2 U6A5 WWII Cause and Effect Events

TEKS	Bloom's Reqm't	Bloom's Actual	Where addressed
(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;	Comprehension	Comprehension	S2 Unit 7 Lesson 1 - The World Takes Sides S2 Unit 6 Lesson 4 - Effects of WWII
(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;	Analysis	Analysis	S2 Unit 5 Lesson 3 - Between the Wars
(C) identify the following major events of the Cold War, including the Korean War, the Vietnam War, and the arms race;	Knowledge	Comprehension	S2 U7A3 Cold War Hot Spots Map Activity
(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;	Comprehension	Comprehension	S2 Unit 7 Lesson 3 - Rethinking the Cold War
(E) summarize the rise of independence movements in Africa, the Middle East, and South Asia and reasons for ongoing conflicts; and	Comprehension	Comprehension	S2 Unit 7 Lesson 4 – Decolonization and Independence Movements
(F) explain how Arab rejection of the State of Israel has led to ongoing conflict.	Comprehension	Evaluation	S2 Unit 7 Lesson 4 – Decolonization and Independence Movements S2 U7A2 20 <sup>th</sup> Century Evil Doers Box Set Activity
(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; and	Comprehension	Evaluation	S2 U7A2 20 <sup>th</sup> Century Evil Doers Box Set Activity

TEKS		Bloom's Reqm't	Bloom's Actual	Where addressed
	(B) explain the U.S. response to terrorism from September 11, 2001, to the present.	Comprehension	Comprehension	S2 Unit 7 Lesson 4 – Decolonization and Independence Movements
(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; and	Evaluation	Evaluation	S2 U7A3 Cold War Hot Spots Map Activity  S2 U7A3 Cold War Hot Spots Map Activity
	(B) analyze and compare geographic distributions and patterns in world history shown on maps, graphs, charts, and models.	Analysis	Analysis	S2 Unit 2 Lesson 4 - Latin American Revolutions
(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;	Knowledge	Synthesis	S1 Unit 3 Lessons and Activities - Homeric Greece  S2 Unit 7 Hot Spots of the Cold War
	(B) analyze the influence of human and physical geographic factors on major events in world history, including the development of river valley civilizations, trade in the Indian Ocean, and the opening of the Panama and Suez canals; and	Analysis	Analysis	S1 U2A3 Presentation of Early Civilizations  S2 Unit 7 Lesson 4 – Decolonization and Independence Movements
	(C) interpret maps, charts, and graphs to explain how geography has influenced people and events in the past.	Comprehension	Synthesis	S1 U2A3 Presentation of Early Civilization  S2 Unit 4 Lesson 1 - Imperialism
(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;	Knowledge	Syntheiss	S1 Unit 2 Lessons and Activities - Classical Civilizations Introduction  S2 U3A2– Witnesses to the Industrial Revolution

TEKS		Bloom's Reqm't	Bloom's Actual	Where addressed
	(B) summarize the role of economics in driving political changes as related to the Neolithic Revolution and the Industrial Revolution; and	Comprehension	Comprehension	S1 U2A3 Presentation of Early Civilizations S2 Unit 3 Lesson 2 - Economic Theories
	(C) summarize the economic and social impact of 20th century globalization.	Comprehension	Comprehension	S2 Unit 7 Lesson 5 - Changing Global Identity in the New 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:				
	(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 <i>The Wealth of Nations</i> ;	Knowledge	Comprehension	S2 Unit 3 Lesson 2 - Economic Theories
	(B) identify the historical origins and characteristics of communism, including the influences of Karl Marx;	Knowledge	Comprehension	S2 Unit 3 Lesson 2 - Economic Theories
	(C) identify the historical origins and characteristics of socialism;	Knowledge	Comprehension	S2 Unit 3 Lesson 2 - Economic Theories
	(D) identify the historical origins and characteristics of fascism;	Knowledge	Comprehension	S2 Unit 5 Lesson 4 – Rise of Totalitarian Government
	(E) explain why communist command economies collapsed in competition with free market economies at the end of the 20th century; and	Analysis	Analysis	S2 Unit 7 Lesson 3 - Rethinking the Cold War
	(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.	Synthesis	Evaluate	S2 U3A1 How the Other Half Lives DBQ
(19) Government. The student understands the characteristics of major political systems throughout history. The student is expected to:				

TEKS		Bloom's Reqm't	Bloom's Actual	Where addressed
	(A) identify the characteristics of monarchies and theocracies as forms of government in early civilizations; and	Knowledge	Synthesis	S1 U2A3 Presentation of Early Civilizations
	(B) identify the characteristics of the following political systems: theocracy, absolute monarchy, democracy, republic, oligarchy, limited monarchy, and totalitarianism.	Knowledge	Evaluate	S1 Unit 3 Lessons and Activities - Classical Greece  S1 Unit 8 Lessons and Activities - The Rise of Royal Powers  S1 Unit 8 Lessons and Activities - Absolutism – England  S2 Unit 5 Lesson 4 – Rise of Totalitarian Government
(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;	Comprehension	Comprehension	S1 Unit 3 Lessons and Activities - Judaism and the Rise of Christianity  S1 Unit 8 Lessons and Activities - Absolutism – England
	(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;	Knowledge	Comprehension	S1 Unit 2 Lessons and Activities - Mesopotamia  S2 Unit 3 Lesson 2 – The French Revolution  S2 U2A3 Solutions in Revolutions
	(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; and	Comprehension	Comprehension	S1 Unit 8 Lessons and Activities - Origins of the Enlightenment



TEKS		Bloom's Reqm't	Bloom's Actual	Where addressed
	(D) explain the significance of the League of Nations and the United Nations.	Comprehension	Comprehension	S2 Unit 7 Lesson 4 - Effects of WWII
(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;	Comprehension	Comprehension	S1 Unit 8 Lessons and Activities - Absolutism – England S2 Unit 3 Lesson 1 – The American Revolution
	(B) describe the rights and responsibilities of citizens and noncitizens in civic participation throughout history; and	Knowledge	Comprehension	S1 Unit 8 Lessons and Activities - Absolutism – England S2 Unit 3 Lesson 1 – The American Revolution
	(C) identify examples of key persons who were successful in shifting political thought, including William Wilberforce.	Knowledge	Comprehension	S2 Unit 3 Lesson 3 - Reform Movements
(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;	Comprehension	Analysis	S1 U2A3 Presentation of Early Civilizations S2 U6A1 Totalitarian Leaders Activity
	(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;	Knowledge	Comprehension	S1 Unit 8 Lessons and Activities - Absolutism in England
	(C) identify examples of politically motivated mass murders in Cambodia, China, Latin America, the Soviet Union, and Armenia;	Knowledge	Evaluate	S2 U6A4 Genocide in the 20 <sup>th</sup> Century
	(D) identify examples of genocide, including the Holocaust and genocide in the Balkans, Rwanda, and Darfur;	Knowledge	Evaluate	S2 U6A4 Genocide in the 20 <sup>th</sup> Century

TEKS		Bloom's Reqm't	Bloom's Actual	Where addressed
	(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; and	Knowledge	Evaluate	S2 U6A6 Human Rights Discussion Board
	(F) assess the degree to which American ideals have advanced human rights and democratic ideas throughout the world.	Evaluate	Evaluate	S2 U6A6 Human Rights Discussion Board
(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; and	Comprehension	Analysis	S1 U3A3 Analysis of Classical Religions
	(B) identify examples of religious influence on various events referenced in the major eras of world history.	Knowledge	Evaluate	S2 U6A6 Human Rights Discussion Board
(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; and	Comprehension	Analysis	S1 U8A1 Growth of Secularism
	(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.	Comprehension	Evaluate	S2 U6A6 Human Rights Discussion Board
(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;	Comprehension	Analysis	S1 Unit 3 Lessons and Activities - Han China

TEKS		Bloom's Reqm't	Bloom's Actual	Where addressed
	(B) summarize the fundamental ideas and institutions of Western civilizations that originated in Greece and Rome;	Comprehension	Analysis	S1 Unit 3 Lessons and Activities - Legacies
	(C) explain the relationship among Christianity, individualism, and growing secularism that began with the Renaissance and how the relationship influenced subsequent political developments; and	Comprehension	Comprehension	S1 Unit 8 Lessons and Activities - Enlightenment
	(D) explain how Islam influences law and government in the Muslim world.	Comprehension	Comprehension	S1 Unit 4 The Birth of Islam S2 Unit 7 Lesson 4 – Decolonization and Independence Movements
(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;	Knowledge	Analysis	S1 U6A1 Comparing Art during the Italian and Northern Renaissance
	(B) analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced; and	Analysis	Analysis	S1 U6A1 Comparing Art during the Italian and Northern Renaissance
	(C) identify examples of art, music, and literature that transcend the cultures in which they were created and convey universal themes.	Knowledge	Analysis	S1 U6A1 Comparing Art during the Italian and Northern Renaissance
(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;	Knowledge	Comprehension	S1 Unit 3 Lessons and Activities - Legacies

TEKS		Bloom's Reqm't	Bloom's Actual	Where addressed
	(B) summarize the major ideas in astronomy, mathematics, and architectural engineering that developed in the Maya, Inca, and Aztec civilizations;	Comprehension	Comprehension	S1 Unit 7 Lessons and Activities - The Western Hemisphere
	(C) explain the impact of the printing press on the Renaissance and the Reformation in Europe;	Comprehension	Comprehension	S1 Unit 6 Lessons and Activities - Renaissance
	(D) describe the origins of the Scientific Revolution in 16th century Europe and explain its impact on scientific thinking worldwide; and	Comprehension	Comprehension	S1 Unit 7 Lessons and Activities - Scientific Revolution
	(E) identify the contributions of significant scientists such as Archimedes, Copernicus, Eratosthenes, Galileo, Pythagoras, Isaac Newton, and Robert Boyle.	Knowledge	Comprehension	S1 Unit 7 Lessons and Activities - Scientific 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;	Comprehension	Comprehension	S2 Unit 3 Lesson 1 - The Industrial Revolution
	(B) explain the roles of military technology, transportation technology, communication technology, and medical advancements in initiating and advancing 19th century imperialism;	Comprehension	Comprehension	S2 Unit 4 Lesson 1 - Imperialism
	(C) explain the effects of major new military technologies on World War I, World War II, and the Cold War;	Comprehension	Comprehension	S2 Unit 3 Poetry and Letter home assignment
	(D) explain the role of telecommunication technology, computer technology, transportation technology, and medical advancements in developing the modern global economy and society; and	Comprehension	Comprehension	S2 Unit 7 Lesson 5 – Changing Global Identity in the New Century

TEKS		Bloom's Reqm't	Bloom's Actual	Where addressed
	(E) identify the contributions of significant scientists and inventors such as Marie Curie, Thomas Edison, Albert Einstein, Louis Pasteur, and James Watt.	Knowledge	Comprehension	S2 Unit 3 Lesson 4 - Western Culture and Society
(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;	Knowledge	Analysis	S1 U2A1 Neolithic Hunters and Gatherers Research and Analysis S2 U3A1 How the Other Half Lives
	(B) explain how historians, when examining sources, analyze frame of reference, historical context, and point of view to interpret historical events;	Comprehension	Comprehension	S2 U3A1 How the Other Half Lives
	(C) explain the differences between primary and secondary sources and examine those sources to analyze frame of reference, historical context, and point of view;	Comprehension	Evaluate	S1 U6A2 Unit 6 Essay Test – Mongols DBQ S2 U3A1 How the Other Half Lives
	(D) evaluate the validity of a source based on language, corroboration with other sources, and information about the author;	Evaluate	Evaluate	S1 U6A2 Unit 6 Essay Test – Mongols DBQ S2 U3A1 How the Other Half Lives
	(E) identify bias in written, oral, and visual material;	Knowledge	Evaluate	S1 U6A2 Unit 6 Essay Test – Mongols DBQ S2 U3A1 How the Other Half Lives
	(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;	Analysis	Evaluate	S1 U6A2 Unit 6 Essay Test – Mongols DBQ S2 U3A1 How the Other Half Lives

TEKS		Bloom's Reqm't	Bloom's Actual	Where addressed
	(G) construct a thesis on a social studies issue or event supported by evidence; and	Synthesis	Evaluate	S1 U6A2 Unit 6 Essay Test – Mongols DBQ S2 U3A1 How the Other Half Lives
	(H) use appropriate reading and mathematical skills to interpret social studies information such as maps and graphs.	Application	Evaluate	S1 U6A2 Unit 6 Essay Test – Mongols DBQ S2 U3A1 How the Other Half Lives
(30) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:				
	(A) use social studies terminology correctly;	Application	Evaluate	S1 U6A2 Unit 6 Essay Test – Mongols DBQ S2 U3A1 How the Other Half Lives
	(B) use standard grammar, spelling, sentence structure, and punctuation;	Application	Evaluate	S1 U6A2 Unit 6 Essay Test – Mongols DBQ S2 U3A1 How the Other Half Lives
	(C) interpret and create written, oral, and visual presentations of social studies information; and	Analysis	Evaluate	S1 U6A2 Unit 6 Essay Test – Mongols DBQ S2 U3A1 How the Other Half Lives
	(D) transfer information from one medium to another.	Application	Evaluate	S1 U6A2 Unit 6 Essay Test – Mongols DBQ S2 U3A1 How the Other Half Lives
(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; and	Application	Evaluate	S1 U6A2 Unit 6 Essay Test – Mongols DBQ S2 U3A1 How the Other Half Lives

TEKS	Bloom's Reqm't	Bloom's Actual	Where addressed
(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.	Application	Evaluate	S1 U6A2 Unit 6 Essay Test – Mongols DBQ  S2 U3A1 How the Other Half Lives