

Work Group C Recommendations
Social Studies, Texas Essential Knowledge and Skills
World History Studies, History Strand

Prepared by the State Board of Education Social Studies TEKS Streamlining Work Groups

April 2018

These recommendations reflect changes to the social studies Texas Essential Knowledge and Skills (TEKS) that have been recommended by State Board of Education-appointed TEKS streamlining work group for **World History**. Proposed deletions are shown in red font with strikethroughs (~~deletions~~). Text proposed to be moved from its current student expectation is shown in purple, italicized font with strikethrough (~~*moved text*~~) and is shown in the proposed new location in purple, italicized font with underlines (*new text location*). Recommendations to clarify language are shown in blue font with double underlines (clarifying language). Additions made as technical edits are shown in green font with underlines (additions).

Comments in the right-hand column provide explanations for the proposed changes. The following notations were used as part of the explanations:

CRS—information added or changed to align with the Texas College and Career Readiness Standards (CCRS)

MV—multiple viewpoints from within the committee

VA—information changed, or deleted to increase vertical alignment

Work groups estimated the amount of instructional time that would be reduced based on their recommendations. The reduction of instructional time is provided in minutes in the right-hand column.

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

TEKS with edits		Work Group Comments/Rationale	Instructional Time Reduction
(c)	Knowledge and skills.		
(1)	History. The student understands traditional historical points of reference in world history. The student is expected to:	The skill of periodization should be the intent of this knowledge statement and SEs. This was discussed at the recommendation of Work Group A. A future work group or full revision committee may want to consider this. Example: place time-period at start of every SE The idea of using BCE and CE in order to support college-readiness should be discussed during the next full revision committee.	
(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;		
(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;		
(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 <u>major world religions</u> 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;	The decline of Rome is a duplicated in a SE in a different time period (see 3B,3C) therefore it was removed. The spread of major world religions helps clarify the thematic focus of this SE. The specific world religions and their regions of impact are within another SE below (see 4A-4K). By clarifying we create alignment with 1B and help the teacher better organize this unit around critical points of reference such as the spread of major world religions.	~45
(D)	identify major causes and describe the major effects of the following important turning points in world history from 1450 to 1750: the rise of the Ottoman Empire, the influence of the Ming dynasty on world trade, European exploration and the Columbian Exchange, European expansion, and the Renaissance and the Reformation;		

(E)	identify major causes and describe the major effects of the following important turning points in world history from 1750 to 1914: the Scientific Revolution, the Industrial Revolution and its impact on the development of modern economic systems, European imperialism, and the Enlightenment's impact on political revolutions; and		
(F)	identify major causes and describe the major effects of the following important turning points in world history from 1914 to the present: the world wars and their impact on political, economic, and social systems; communist revolutions and their impact on the Cold War; independence movements; and globalization.		
(2)	History. The student understands how early civilizations developed from 8000 BC to 500 BC. The student is expected to:		
(A)	summarize the impact of the development of farming (Neolithic Revolution) on the creation of river valley civilizations;		
(B)	identify the characteristics of civilization; and		
(C)	explain how major river valley civilizations influenced the development of the classical civilizations.		
(3)	History. The student understands the contributions and influence of classical civilizations from 500 BC to AD 600 on subsequent civilizations. The student is expected to:		
(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;	Redundant as seen in 23A; implied in influences and covered in instructional materials. This will help clarify the intent of this standard in providing a broad narrative of the time period which will help save instructional time by preventing teachers from being bogged down in details (see Work Group A's notes on this time period).	~50 (10 per region)
(B)	explain the impact of the fall of Rome on Western Europe; and	A full revision committee may consider broadening this SE to include the collapse of classical civilizations as a whole.	
(C)	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 <i>Roman Catholicism and Eastern Orthodoxy</i> Christianity as a unifying social and political factors in medieval Europe and the Byzantine Empire;	Striking “unifying” addresses concerns from Work Group A and the survey responses.	Time saved from merger w/ 4B
(B)	explain the characteristics of Roman Catholicism and Eastern Orthodoxy;	Merging with 4A because these characteristics are implied when discussion medieval Europe and Byzantine Empire. This may prevent over teaching this subject matter.	~60
(B) (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;		
(C) (D)	explain the political, economic, and social impact of Islam on Europe, Asia, and Africa;		
(D) (E)	describe the interactions among Muslim, Christian, and Jewish societies in Europe, Asia, and North Africa;		
(E) (F)	describe the interactions between Muslim and Hindu societies in South Asia;		
(F) (G)	explain how the Crusades, the Black Death, the Hundred Years' War, and the Great Schism of 1378 contributed to the end of medieval Europe;	By clarifying which schism, teachers will have a clearer understanding of this SE as covered by instructional materials without adding in additional topics.	~30
(G) (H)	summarize the major political, economic, and cultural developments in Tang and Song China and their impact on Eastern Asia;		
(H) (I)	explain the development of the slave trade;	This SE is problematic because it implies that the slave trade developed during this time period without reference to the use of slavery in the ancient and classical era (time period - 1A, 1B) as instructional materials often do. We believe that forced labor systems including the slave trade should be included throughout time periods but this is a decision for a full revision committee.	
(I) (J)	analyze how the Silk Road and the African gold-salt trade facilitated the spread of ideas and trade; and		
(J) (K)	summarize the changes resulting from the Mongol invasions of Russia, China, and the Islamic world.		

(5)	History. The student understands the causes, characteristics, and impact of the European Renaissance and the Reformation from 1450 to 1750. The student is expected to:	We feel like a full revision committee should look at including this inside of knowledge statement 7. Having a separate knowledge statement for a uniquely European development is out of place in a world history course.	
(A)	explain the political, intellectual, artistic, economic, and religious impact of the Renaissance; and		
(B)	explain the political, intellectual, artistic, economic, and religious impact of the Reformation.		
(6)	History. The student understands the characteristics and impact of the Maya, Inca, and Aztec civilizations. The student is expected to:	Instructional materials often include examples of other Mesoamerican and South American civilizations. This knowledge statement also does not put into place a clear guide for covering this knowledge statement within a specific time-period unlike the other history knowledge statements. A future work group or full revision committee should consider looking at this.	
(A)	compare the major political, economic, social, and cultural developments of the Maya, Inca, and Aztec civilizations and explain how prior civilizations influenced their development; and		
(B)	explain how the Inca and Aztec empires were impacted by European exploration/colonization.		
(7)	History. The student understands the causes and impact of <u>increased global interaction</u> European expansion from 1450 to 1750. The student is expected to:	This clarification helps makes sense of the inclusion of 7D and 7E within this knowledge statement. This avoids redundancy with the language in 7A and reflects the coverage of these topics in instructional materials.	~45
(A)	analyze the causes of European expansion from 1450 to 1750;		
(B)	explain the impact of the Columbian Exchange on the Americas and Europe ;	By not specifying two locations here the focus of instruction can be on the impact of the Columbian Exchange as it relates to increased global interaction.	~30
(C)	explain the impact of the Atlantic slave trade on West Africa and the Americas;	See comment on 4I for possible future full revision work.	
(D)	explain the impact of the Ottoman Empire on Eastern Europe and global trade;		
(E)	explain Ming China's impact on global trade; and		

(F)	explain new economic factors and principles that contributed to the success of Europe's Commercial Revolution.	Students will now not be required to both understand and evaluate the Commercial Revolution. The verb “explain” implies a lower depth of knowledge required to master this SE. This also reflects the way this topic is dealt with within the instructional materials related to the Commercial Revolution.	~30
(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 future full revision committee should consider including clear reference to non-European imperialism. Non-European examples are mentioned throughout the instructional materials and this would make the knowledge statement more historically accurate. It is also necessary for students to master SE 10A which asks students to explain the importance of imperialism in causing WWI.	
(A)	explain how 17th and 18th century European scientific advancements led to the Industrial Revolution;	Redundant, see 28A. The idea of covering technology and advancements is contained within the knowledge statement. This makes it seem broad whereas in 28A the scientific advancements are specifically listed. [future work groups should consider this removal because the ideas are still important to retain in the course]	~30
(A) (B)	explain how the Industrial Revolution led to political, economic, and social changes in Europe;	Deleting this phrase aligns this SE with the knowledge statement, however, this creates redundancy with 17A-B which a future work group should examine to determine whether to clarify or remove. Our group recommends removing.	~30
(B) (C)	identify the major political, economic, and social motivations that influenced European imperialism;		
(C) (D)	explain the major characteristics and impact of European imperialism; and		
(D) (E)	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;	Work group A recommended considering the accuracy of this SE. Glorious Revolution is implied in 20A (a future work group should consider this). This makes the SE less redundant and more focused.	~30

(B)	explain the impact of Napoleon Bonaparte and the Napoleonic Wars on Europe and Latin America;		
(C)	trace the influence of the American and French revolutions on Latin America, including the role of Simón Bolívar; and		
(D)	identify the influence of ideas such as separation of powers, checks and balances, liberty, equality, democracy, popular sovereignty, human rights, constitutionalism, and nationalism on political revolutions.		
(10)	History. The student understands the causes and impact of World War I. The student is expected to:		
(A)	identify the importance of imperialism, nationalism, militarism, and the alliance system in causing World War I;		
(B)	identify major characteristics of World War I, including total war, trench warfare, modern military technology, and high casualty rates;		
(C)	explain the political 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	In a world history course the political impact of Woodrow Wilson's Fourteen Points was not global in scale. By focusing on the impact of the Treaty of Versailles teachers can maintain a world history perspective and save instructional time. Instructional materials often include the impact of the Fourteen Points on the Treaty of Versailles. The Fourteen Points is covered within the U.S. History since 1877 course SE on this topic.	~45
(D)	identify the causes of the February (March) and October (November) revolutions of 1917 in Russia, their effects on the outcome of World War I, and the Bolshevik establishment of the Union of Soviet Socialist Republics.	This clarification aligns the SE to the way these events are referred to in instructional materials.	~5
(11)	History. The student understands the causes and impact of the global economic depression immediately following World War I. The student is expected to:		
(A)	summarize the international, political, and economic causes of the global depression; and		

(B)	explain the responses of governments in the United States, Germany, and the Soviet Union to the global depression <u>such as in the United States, Germany, Great Britain, and France.</u>	The Soviet Union is not supported within this context. This Soviet Union response is duplicated during coverage of totalitarianism (12A). By eliminating the requirement to teach three specific examples and adding two additional possible examples that are often included in existing instructional materials; teachers will save instructional time.	~45
(12)	History. The student understands the causes and impact of World War II. The student is expected to:	A full revision committee should consider revising this knowledge statement to reflect a world history perspective.	
(A)	describe the emergence and characteristics of totalitarianism;		
(B)	explain the roles of various world leaders, including Benito Mussolini, Adolf Hitler, Hideki Tojo, Joseph Stalin, Franklin D. Roosevelt, and Winston Churchill, prior to and during World War II; and		
(C)	explain the major causes and events of World War II, including the German invasions of Poland and the Soviet Union, the Holocaust, Japanese imperialism, the attack on Pearl Harbor, the Normandy landings, and the dropping of the atomic bombs.	No other SEs within the history strand contains a list of specific events. Additionally, every item on this list is covered in another SE within World History with the exception of the Normandy landings. See 12B, 13A, 22D, 28C. In addition, many of these items are also covered within the United States history course (VA). [Future work groups should consider the relationship to 22D and 28C when making revisions as our group thinks these events should still be covered within the course]	~90
(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;		
(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;	This deletion reduces the scope of this SE by requiring students to summarize rather than summarize and compare. The differences between types of communism is often discussed when covering 18B and Soviet Communism is still being covered within 10D. [Future work groups should keep the SE regarding the characteristics of communism in order to keep this concept in the course]	~30
(C)	identify the following major events of the Cold War, including the Korean War, the Vietnam War, and the arms race;	This deletion is only intended to make this SE grammatically similar to other SEs.	~1

(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;	A full revision committee should consider eliminating a list on this SE or re-writing the SE to include a broader set of individuals. Our group would recommend including, Margaret Thatcher, Boris Yeltsin, George H.W. Bush, and Helmut Kohl.	
(E)	summarize the rise of independence movements in Africa, the Middle East, and South Asia and reasons for ongoing conflicts, <u>including the creation of the State of Israel and the Arab-Israeli conflict</u> ; and	By including the creation of the State of Israel and the Arab-Israeli conflict in this SE they are placed within the context of ongoing conflicts within these regions and creates coherence with instructional materials provided. Additionally it addresses the concerns of Work Group A and survey responses.	
(F)	explain how Arab rejection of the State of Israel has led to ongoing conflict.	The creation of the state of Israel as an event is better covered within 13E. This clarifies the intent of the knowledge statement and the idea of ongoing conflict within these regions.	~20
(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:	This knowledge statement should be reviewed by a future full revision committee. It might be beneficial to consider including globalization as a better theme for a knowledge statement (see 1F, which includes “globalization” as a major theme for this time period). Then fundamentalism can be a SE within that knowledge statement.	
(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 <u>of terrorist groups of al-Qaeda</u> ; and	This clarification regarding terrorists groups in general allows teachers to align instruction to the intent of the knowledge statement. In addition, they will be able to use examples that appear throughout instructional materials.	~30
(B)	explain the U.S. response to terrorism from September 11, 2001, to the present.	A full revision committee should consider including a world history perspective to the SE such as “the international response to terrorism” instead of just limiting it to “the U.S. response”.	