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

Bolded material reflects added/altered in the newly adopted TEKS.

(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.

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<td>Student Expectation</td>
<td>Notes</td>
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<tr>
<td>WH(1) History. The student understands traditional historical points of reference in world history. The student is expected to:</td>
<td>(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;</td>
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<tr>
<td>(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;</td>
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<tr>
<td>(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;</td>
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<td>(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;</td>
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<tr>
<td>(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</td>
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<td>(F) identify major causes and describe the major effects of the following important</td>
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<td><strong>Student Expectation</strong></td>
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<td></td>
<td>Turning points in world history from 1914 to the present:</td>
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<td>the world wars and their impact on political, economic, and social systems;</td>
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<td>communist revolutions and their impact on the Cold War;</td>
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<td>independence movements; and globalization.</td>
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<td><strong>WH(2) History.</strong> The student understands how early civilizations developed from 8000 BC to 500 BC.</td>
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<td>The student is expected to:</td>
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<td>(A) summarize the impact of the development of farming (Neolithic Revolution) on the creation of river valley civilizations;</td>
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<td>(B) identify the characteristics of civilization; and</td>
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<td>(C) explain how major river valley civilizations influenced the development of the classical civilizations.</td>
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<td><strong>WH(3) History.</strong> The student understands the contributions and influence of classical civilizations from 500 BC to AD 600 on subsequent civilizations.</td>
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<td>The student is expected to:</td>
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<td>(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;</td>
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<td>(B) explain the impact of the fall of Rome on Western Europe; and</td>
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<td>(C) compare the factors that led to the collapse of Rome and Han China.</td>
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<td><strong>WH(4) History.</strong> The student understands how, after the collapse of classical empires, new political, economic, and social systems evolved and expanded from 600 to 1450.</td>
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<td>The student is expected to:</td>
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<td>(A) explain the development of Christianity as a unifying social and political factor in medieval Europe and the Byzantine Empire;</td>
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<td>(B) explain the characteristics of Roman Catholicism and Eastern Orthodoxy;</td>
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<td>(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;</td>
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<td>(D) explain the political, economic, and social impact of Islam on Europe, Asia, and Africa;</td>
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<td>(E) describe the interactions among Muslim, Christian, and Jewish societies in Europe, Asia, and North Africa;</td>
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<td>(F) describe the interactions between Muslim and Hindu societies in South Asia;</td>
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<td>(G) explain how the Crusades, the Black Death, the Hundred Years' War, and the Great Schism contributed to the end of medieval Europe;</td>
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<td>(H) summarize the major political, economic, and cultural developments in Tang and Song China and their impact on Eastern Asia;</td>
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<td>(I) explain the development of the slave trade;</td>
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<td>(J) analyze how the Silk Road and the African gold-salt trade facilitated the spread of ideas and trade; and</td>
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<td>(K) summarize the changes resulting from the Mongol invasions of Russia, China, and the Islamic world.</td>
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<td><strong>WH(5) History.</strong> The student understands the causes, characteristics, and impact of the European Renaissance and the Reformation from 1450 to 1750. The student is expected to:</td>
<td>(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.</td>
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<td><strong>WH(6) History.</strong> The student understands the characteristics and impact of the Maya, Inca, and Aztec civilizations. The student is expected to:</td>
<td>(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.</td>
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<td><strong>WH(7) History.</strong> The student understands the causes and impact of European expansion from 1450 to 1750. The student is expected to:</td>
<td>(A) analyze the causes of European expansion from 1450 to 1750; (B) explain the impact of the Columbian Exchange on the Americas and Europe; (C) explain the impact of the Atlantic slave trade on West Africa and the Americas; (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.</td>
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<td><strong>WH(8) History.</strong> 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:</td>
<td>(A) explain how 17th and 18th century European scientific advancements led to the Industrial Revolution; (B) explain how the Industrial Revolution led to political, economic, and social changes in Europe; (C) identify the major political, economic, and social motivations that influenced European imperialism; (D) explain the major characteristics and impact of European imperialism; and (E) explain the effects of free enterprise in the Industrial Revolution.</td>
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<td><strong>WH(9) History.</strong> The student understands the causes and effects of major political revolutions between 1750 and 1914. The</td>
<td>(A) compare the causes, characteristics, and consequences of the American and French revolutions, emphasizing the role of the Enlightenment, the Glorious Revolution, and</td>
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Knowledge and Skills Statement

**World History**

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<th>Student Expectation</th>
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<td>student is expected to:</td>
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<tr>
<td>religion;</td>
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<td>(B) explain the impact of Napoleon Bonaparte and the Napoleonic Wars on Europe and Latin America;</td>
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<td>(C) trace the influence of the American and French revolutions on Latin America, including the role of Simón Bolivar; and</td>
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<td>(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.</td>
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**WH(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
- (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 Republi
cs.

**WH(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.

**WH(12) History.** The student understands the causes and impact of World War II. The student is expected to:

- (A) describe the emergence and characteristics of totalitarianism;
- (B) explain the roles of various world leaders, including Benito Mussolini, Adolf Hitler, Hideki Tojo, Joseph Stalin, Franklin D. Roosevelt, and Winston Churchill, prior to and during World War II; and
- (C) explain the major causes and events of World War II, including the German invasions of Poland and the Soviet Union, the Holocaust, Japanese imperialism, the attack on Pearl Harbor, the Normandy landings, and the dropping of the atomic bombs.

**WH(13) History.** The student understands:

- (A) summarize how the outcome of World War II contributed to the development of the
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<td>the impact of major events associated with the Cold War and independence movements. The student is expected to:</td>
<td>Cold War;</td>
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<td>(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;</td>
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<td>(C) identify the following major events of the Cold War, including the Korean War, the Vietnam War, and the arms race;</td>
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<td>(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;</td>
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<td>(E) summarize the rise of independence movements in Africa, the Middle East, and South Asia and reasons for ongoing conflicts; and</td>
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<td>(F) explain how Arab rejection of the State of Israel has led to ongoing conflict.</td>
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<td>WH(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:</td>
<td>(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</td>
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<td>(B) explain the U.S. response to terrorism from September 11, 2001, to the present.</td>
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<td>WH(15) Geography. The student uses geographic skills and tools to collect, analyze, and interpret data. The student is expected to:</td>
<td>(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</td>
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<td>(B) analyze and compare geographic distributions and patterns in world history shown on maps, graphs, charts, and models.</td>
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<td>WH(16) Geography. The student understands the impact of geographic factors on major historic events and processes. The student is expected to:</td>
<td>(A) locate places and regions of historical significance directly related to major eras and turning points in world history;</td>
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<td>(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</td>
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<td>(C) interpret maps, charts, and graphs to explain how geography has influenced people and events in the past.</td>
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<td>WH(17) Economics. The student understands the impact of the Neolithic and Industrial revolutions and globalization on humanity. The student is expected to:</td>
<td>(A) identify important changes in human life caused by the Neolithic Revolution and the Industrial Revolution;</td>
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<td>(B) summarize the role of economics in driving political changes as related to the</td>
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<td>Neolithic Revolution and the Industrial Revolution; and (C) summarize the economic and social impact of 20th century globalization.</td>
<td>WH(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:</td>
<td>(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 <em>The Wealth of Nations</em>; (B) identify the historical origins and characteristics of communism, including the influences of Karl Marx; (C) identify the historical origins and characteristics of socialism; (D) identify the historical origins and characteristics of fascism; (E) explain why communist command economies collapsed in competition with free market economies at the end of the 20th century; and (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.</td>
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<td>WH(19) Government. The student understands the characteristics of major political systems throughout history. The student is expected to:</td>
<td>(A) identify the characteristics of monarchies and theocracies as forms of government in early civilizations; and (B) identify the characteristics of the following political systems: theocracy, absolute monarchy, democracy, republic, oligarchy, limited monarchy, and totalitarianism.</td>
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<td>WH(20) Government. The student understands how contemporary political systems have developed from earlier systems of government. The student is expected to:</td>
<td>(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; (B) identify the impact of political and legal ideas contained in the following documents: Hammurabi's Code, the <em>Jewish Ten Commandments</em>, Justinian's Code of Laws, <em>Magna Carta</em>, the <em>English Bill of Rights</em>, the Declaration of Independence, the <em>U.S. Constitution</em>, and the Declaration of the Rights of Man and of the Citizen; (C) explain the political philosophies of individuals such as John Locke, Thomas Hobbes, Voltaire, Charles de Montesquieu, Jean Jacques Rousseau, Thomas Aquinas, John Calvin, Thomas Jefferson, and William Blackstone; and (D) explain the significance of the League of Nations and the United Nations.</td>
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</table>
| **WH(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;  
(B) describe the **rights and responsibilities** of citizens and noncitizens in civic participation throughout history; and  
(C) identify examples of key persons who were successful in shifting political thought, including William Wilberforce. |       |
| **WH(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;  
(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;  
(C) identify examples of politically motivated mass murders in Cambodia, China, Latin America, the Soviet Union, and Armenia;  
(D) identify examples of genocide, including the Holocaust and genocide in the Balkans, Rwanda, and Darfur;  
(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  
(F) assess the degree to which **American ideals have advanced** human rights and democratic ideas throughout the world. |       |
| **WH(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  
(B) identify examples of religious influence on various events referenced in the major eras of world history. |       |
| **WH(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  
(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. |       |
<p>| <strong>WH(25) Culture.</strong> The student understands how the development of ideas has influenced institutions and societies. The student is | (A) summarize the fundamental ideas and institutions of Eastern civilizations that originated in China and India; |       |</p>
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<td>(B) summarize the fundamental ideas and institutions of Western civilizations that originated in Greece and Rome;</td>
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<td>(C) explain the relationship among Christianity, individualism, and growing secularism that began with the Renaissance and how the relationship influenced subsequent political developments; and</td>
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<td>(D) explain how Islam influences law and government in the Muslim world.</td>
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<td>WH(26) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:</td>
<td>(A) identify significant examples of art and architecture that demonstrate an artistic ideal or visual principle from selected cultures;</td>
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<td>(B) analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced; and</td>
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<td>(C) identify examples of art, music, and literature that transcend the cultures in which they were created and convey universal themes.</td>
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<td>WH(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:</td>
<td>(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;</td>
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<td>(B) summarize the major ideas in astronomy, mathematics, and architectural engineering that developed in the Maya, Inca, and Aztec civilizations;</td>
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<td>(C) explain the impact of the printing press on the Renaissance and the Reformation in Europe;</td>
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<td>(D) describe the origins of the Scientific Revolution in 16th century Europe and explain its impact on scientific thinking worldwide; and</td>
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<td>(E) identify the contributions of significant scientists such as Archimedes, Copernicus, Eratosthenes, Galileo, Pythagoras, Isaac Newton, and Robert Boyle.</td>
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<td>WH(28) Science, technology, and society. The student understands how major scientific and mathematical discoveries and technological innovations have affected societies from 1750 to the present. The student is expected to:</td>
<td>(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;</td>
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<td>(B) explain the roles of military technology, transportation technology, communication technology, and medical advancements in initiating and advancing 19th century imperialism;</td>
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<td>(C) explain the effects of major new military technologies on World War I, World War II,</td>
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**WH(29)** Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:

- (A) identify methods used by archaeologists, anthropologists, historians, and geographers to analyze evidence;
- (B) explain how historians, when examining sources, analyze frame of reference, historical context, and point of view to interpret historical events;
- (C) explain the differences between primary and secondary sources and examine those sources to analyze frame of reference, historical context, and point of view;
- (D) evaluate the validity of a source based on language, corroboration with other sources, and information about the author;
- (E) identify bias in written, oral, and visual material;
- (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;
- (G) construct a thesis on a social studies issue or event supported by evidence; and
- (H) use appropriate reading and mathematical skills to interpret social studies information such as maps and graphs.

**WH(30)** Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

- (A) use social studies terminology correctly;
- (B) use standard grammar, spelling, sentence structure, and punctuation;
- (C) interpret and create written, oral, and visual presentations of social studies information; and
- (D) transfer information from one medium to another.

**WH(31)** Social studies skills. The student uses problem-solving and decision-making skills, working independently and with

- (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
<table>
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<th>World History Student Expectation</th>
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<tr>
<td>others, in a variety of settings. The student is expected to:</td>
<td>evaluate the effectiveness of the solution; and (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.</td>
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Historical Figures - World History:

Including:
- Simón Bolívar 9(C)
- Napoleon Bonaparte 9(B)
- Winston Churchill 12(B)
- Mikhail Gorbachev 13(D)
- Hammurabi 20(B)
- Adolf Hitler 12(B)
- Justinian 20(B)
- Karl Marx 18(B)
- Benito Mussolini 12(B)
- Pope John Paul II 13(D)
- Ronald Reagan 13(D)
- Franklin D. Roosevelt 12(B)
- Adam Smith 18(A)
- Joseph Stalin 12(B)
- Hideki Tojo 12(B)
- Lech Walesa 13(D)
- William Wilberforce 21(C)
- Woodrow Wilson 10(C)
- Mao Zedong 13(B)

Such As:
- Thomas Aquinas 20(C)
- Archimedes 27(E)
- William Blackstone 20(C)
- Robert Boyle 27(E)
- John Calvin 20(C)
- Copernicus 27(E)
- Marie Curie 28(E)
- Thomas Edison 28(E)
- Albert Einstein 28(E)
- Elizabeth I 24(B)
- Eratosthenes 27(E)
- Galileo 27(E)
- Indira Gandhi 24(B)
- Mohandas Gandhi 22(E)
- Thomas Hobbes 20(C)
- Thomas Jefferson 20(C)
- John Locke 20(C)
- Nelson Mandela 22(E)
- Golda Meir 24(B)

- Charles de Montesquieu 20(C)
- Mother Teresa 24(B)
- Isaac Newton 27(E)
- Louis Pasteur 28(E)
- Pythagoras 27(E)
- Oscar Romero 22(E)
- Jean Jacques Rousseau 20(C)
- Natan Sharansky 22(E)
- Margaret Thatcher 24(B)
- Queen Victoria 24(B)
- Voltaire 20(C)
- James Watt 28(E)

- Chinese student protestors in Tiananmen Square 22(E)
- Las Madres de la Plaza de Mayo 22(E)
### Social Studies TEKS Terminology - World History

Words are listed where they first appear. This is not an exhaustive list.

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United States History Studies Since **1877** (One Credit), **Beginning with School Year 2011-2012**
Big Ideas
and
Social Studies Skills
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### Examples of Big Ideas of the TEKS: Elementary

<table>
<thead>
<tr>
<th>Kindergarten</th>
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<td>Origins, similarities, and differences of American Indian groups</td>
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### Examples of Big Ideas of the TEKS: Middle School

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<td>Organization of governments</td>
<td>Structure and functions of government</td>
<td>Process of changing the U.S. Constitution</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Federal system</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Impact of Supreme Court cases</td>
</tr>
<tr>
<td><strong>Citizenship</strong></td>
<td><strong>Citizenship</strong></td>
<td><strong>Citizenship</strong></td>
</tr>
<tr>
<td>Nature of citizenship</td>
<td>Rights and responsibilities</td>
<td>Rights and responsibilities of citizens</td>
</tr>
<tr>
<td>Representative governments</td>
<td>Points of view</td>
<td>Participation in the democratic process</td>
</tr>
<tr>
<td></td>
<td>Effective leadership</td>
<td>Points of view in a constitutional republic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Leadership in a constitutional republic</td>
</tr>
<tr>
<td><strong>Culture</strong></td>
<td><strong>Culture</strong></td>
<td><strong>Culture</strong></td>
</tr>
<tr>
<td>Similarities and differences of cultures</td>
<td>Diversity</td>
<td>Relationships among groups</td>
</tr>
<tr>
<td>Institutions within societies</td>
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<td>Reform movement</td>
</tr>
<tr>
<td>Relationships among world cultures</td>
<td></td>
<td>Impact of religion</td>
</tr>
<tr>
<td>Relationship between the arts and societies</td>
<td></td>
<td>Relationship between the arts and the times</td>
</tr>
<tr>
<td>Relationships (religion, philosophy, and culture)</td>
<td></td>
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</tr>
<tr>
<td>Social Studies Skills</td>
<td>Grade 6</td>
<td>Grade 7</td>
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<tr>
<td>-----------------------</td>
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</tr>
<tr>
<td>Science, Technology, and Society</td>
<td>Influences of science and technology</td>
<td>Impact of scientific discoveries and technological innovations</td>
</tr>
<tr>
<td></td>
<td>Critical thinking</td>
<td>Critical thinking</td>
</tr>
<tr>
<td></td>
<td>Communication</td>
<td>Communication</td>
</tr>
<tr>
<td></td>
<td>Problem solving and decision making</td>
<td>Problem solving and decision making</td>
</tr>
</tbody>
</table>
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### Examples of Big Ideas of the TEKS: High School

<table>
<thead>
<tr>
<th>History</th>
<th>World History</th>
<th>Government</th>
<th>World Geography</th>
</tr>
</thead>
<tbody>
<tr>
<td>Celebrate Freedom Week</td>
<td>Historical points of reference</td>
<td>Influence on constitutional government</td>
<td>Spatial exchange (diffusion)</td>
</tr>
<tr>
<td>Historical points of reference</td>
<td>Development of civilizations</td>
<td>Roles in the political system</td>
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<tr>
<td>Changes (1877-1898): political, social, and economic</td>
<td>Contributions and influence of classical civilizations</td>
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<tr>
<td>Emergence of U.S. as a world power</td>
<td>Evolution and expansion of systems</td>
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<tr>
<td>Effects of reform and third party movements</td>
<td>Causes, characteristics, and impact of the Renaissance and Reformation</td>
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<tr>
<td>Individuals, events, and issues</td>
<td>Characteristics and impact of the Maya, Inca, and Aztec civilizations</td>
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<tr>
<td>U.S. participation in World War II</td>
<td>Causes and impact of European expansion</td>
<td></td>
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<tr>
<td>Impact of the Cold War on the United States</td>
<td>Causes and global impact of the Industrial Revolution and Imperialism</td>
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<tr>
<td>American Civil Rights Movement</td>
<td>Causes and effects of political revolutions</td>
<td></td>
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<tr>
<td>Impact of U.S. role in world</td>
<td>Causes and impact of World War I</td>
<td></td>
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<tr>
<td>Emerging issues</td>
<td>Causes and impact of global economic depression</td>
<td></td>
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<tr>
<td></td>
<td>Causes and impact of World War II</td>
<td></td>
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<tr>
<td></td>
<td>Impact of the Cold War and independence movements</td>
<td></td>
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<tr>
<td></td>
<td>Development of radical Islamic Fundamentalism</td>
<td></td>
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</tr>
<tr>
<td>Geography</td>
<td>US History</td>
<td>World History</td>
<td>Government</td>
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</tr>
<tr>
<td>Impact of geographic factors on events</td>
<td>Geographic skills and tools</td>
<td>Geographic influences of U.S. political divisions and policies</td>
<td>Physical processes and the physical environment</td>
</tr>
<tr>
<td>Causes and effects of migration and immigration</td>
<td>Impact of geographic factors on events and processes</td>
<td>Importance of places and regions</td>
<td>Landforms, climates and ecosystems</td>
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<tr>
<td>Relationship between population growth and modernization on the physical environment</td>
<td></td>
<td></td>
<td>Processes, cultural patterns, and characteristics</td>
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<td>Settlement</td>
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<tr>
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<td></td>
<td>Growth, distribution, movement, and characteristics of world population</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Interdependence of people, places, and environments</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Concept of regions</td>
</tr>
<tr>
<td>Economics</td>
<td>Domestic and foreign issues of growth</td>
<td>Impact of Neolithic, Industrial revolutions, and globalization</td>
<td>Roles played by governments in the Free Enterprise System</td>
</tr>
<tr>
<td></td>
<td>Developments between World War I and World War II</td>
<td>Origins of economic systems and the benefits of free enterprise</td>
<td>Relationship between government policies and the economy</td>
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<td></td>
<td>Effects of World War II and the Cold War</td>
<td></td>
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<tr>
<td></td>
<td>Effects of worldwide interdependence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Government</td>
<td>US History</td>
<td>World History</td>
<td>Government</td>
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<tr>
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</tr>
<tr>
<td>Changes in role of government</td>
<td>Characteristics of political systems</td>
<td>American beliefs and principles</td>
<td>Spatial characteristics of global political units</td>
</tr>
<tr>
<td>Relationships among the three branches of government</td>
<td>Development of contemporary political systems</td>
<td>Structure and functions of government</td>
<td>Influence of processes</td>
</tr>
<tr>
<td>Impact of constitutional issues</td>
<td></td>
<td>Federalism</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Public offices</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Role of political parties</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Similarities and differences of political systems</td>
<td></td>
</tr>
<tr>
<td>Citizenship</td>
<td>American exceptionalism</td>
<td>Political choices and decisions</td>
<td>Understanding rights</td>
</tr>
<tr>
<td></td>
<td>Democratic process</td>
<td>Development of legal and political concepts</td>
<td>Differences in personal and civic responsibilities</td>
</tr>
<tr>
<td></td>
<td>Effective leadership in a constitutional republic</td>
<td></td>
<td>Participation in the constitutional republic</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Expressing points of view</td>
</tr>
<tr>
<td>Culture</td>
<td>Relationship between the arts and the times</td>
<td>History and relevance of traditions (religious and philosophical)</td>
<td>Relationship between government policies and culture</td>
</tr>
<tr>
<td></td>
<td>Contributions of groups to national identity</td>
<td>Roles of women, children, and families</td>
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<tr>
<td></td>
<td></td>
<td>Influence of the development of ideas on institutions and societies</td>
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<tr>
<td></td>
<td></td>
<td>Relationship between the arts and the times</td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**
- Each row represents a topic covered in the curriculum.
- The topics are organized under the categories of US History, World History, Government, and World Geography.
- The table includes a variety of subtopics related to changes in role of government, characteristics of political systems, development of contemporary political systems, American beliefs and principles, structure and functions of government, federalism, public offices, role of political parties, similarities and differences of political systems, spatial characteristics of global political units, influence of processes, American exceptionalism, democratic process, effective leadership in a constitutional republic, political choices and decisions, development of legal and political concepts, understanding rights, differences in personal and civic responsibilities, participation in the constitutional republic, expressing points of view, history and relevance of traditions (religious and philosophical), roles of women, children, and families, influence of the development of ideas on institutions and societies, relationship between government policies and culture, and effect of culture on people and regions.
<table>
<thead>
<tr>
<th>Social Studies Skills</th>
<th>US History</th>
<th>World History</th>
<th>Government</th>
<th>World Geography</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science, Technology, and Society</td>
<td>Impact of science, technology, and the Free Enterprise System on economic development</td>
<td>Effects of scientific discoveries and technological innovations</td>
<td>Role of government that influences discoveries and innovations</td>
<td>Impact of technology and human modifications on the physical environment</td>
</tr>
<tr>
<td></td>
<td>Influence of scientific discoveries, technological innovations, and the Free Enterprise System</td>
<td></td>
<td>Impact of advances</td>
<td>Effects of technology on human interaction</td>
</tr>
<tr>
<td>Critical thinking</td>
<td>Critical thinking</td>
<td>Critical thinking</td>
<td>Critical thinking</td>
<td>Critical thinking</td>
</tr>
<tr>
<td>Communication</td>
<td>Communication</td>
<td>Communication</td>
<td>Communication</td>
<td>Communication</td>
</tr>
<tr>
<td>Geographic tools</td>
<td>Problem solving and decision making</td>
<td>Problem solving and decision making</td>
<td>Problem solving and decision making</td>
<td>Problem solving and decision making</td>
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<tr>
<td>Problem solving and decision making</td>
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</tr>
</tbody>
</table>
### Social Studies Skills: Elementary

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Critical Thinking Skills</strong></td>
<td><strong>Critical Thinking Skills</strong></td>
<td><strong>Critical Thinking Skills</strong></td>
<td><strong>Critical Thinking Skills</strong></td>
<td><strong>Critical Thinking Skills</strong></td>
<td><strong>Critical Thinking Skills</strong></td>
</tr>
<tr>
<td>14(A) obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music</td>
<td>17(A) obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music</td>
<td>18(A) obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music</td>
<td>17(A) research information, including historical and current events, and geographic data, about the community and world, using a variety of valid print, oral, visual, and Internet resources</td>
<td>21(A) differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States and Texas</td>
<td>24(A) differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States</td>
</tr>
<tr>
<td>14(B) obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, print material, and artifacts</td>
<td>17(B) obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, maps, literature, and artifacts</td>
<td>18(B) obtain information about a topic using a variety of valid visual sources such as pictures, maps, electronic sources, literature, reference sources, and artifacts</td>
<td>21(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</td>
<td>24(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</td>
<td></td>
</tr>
<tr>
<td>14(C) sequence and categorize information</td>
<td>17(C) sequence and categorize information</td>
<td>18(D) sequence and categorize information</td>
<td>17(B) sequence and categorize information</td>
<td>21(C) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</td>
<td>24(C) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</td>
</tr>
<tr>
<td>14(C) sequence and categorize information</td>
<td>17(C) sequence and categorize information</td>
<td>18(D) sequence and categorize information</td>
<td>17(B) sequence and categorize information</td>
<td>21(C) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</td>
<td>24(C) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</td>
</tr>
<tr>
<td>18(C) use various parts of a source, including the table of contents, glossary, and index, as well as keyword Internet searches to locate</td>
<td>17(D) use various parts of a source, including the table of contents, glossary, and index, as well as keyword Internet searches to locate</td>
<td>21(E) use appropriate mathematical skills to interpret social studies information such as maps and graphs</td>
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</tr>
<tr>
<td>Kindergarten</td>
<td>Grade 1</td>
<td>Grade 2</td>
<td>Grade 3</td>
<td>Grade 4</td>
<td>Grade 5</td>
</tr>
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<td></td>
<td>information</td>
<td>information</td>
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</tbody>
</table>

| 18(E) interpret oral, visual, and print material by identifying the main idea, predicting, and comparing and contrasting | 17(C) interpret oral, visual, and print material by identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing and contrasting | 21(D) identify different points of view about an issue, topic, historical event, or current event | 24(D) identify different points of view about an issue, topic, or current event |

| 17(E) interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps | | | 24(E) identify the historical context of an event |

<table>
<thead>
<tr>
<th>Communication Skills</th>
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</tr>
</thead>
<tbody>
<tr>
<td>22(A) use social studies terminology correctly</td>
<td>22(A) use social studies terminology correctly</td>
<td></td>
<td>25(B) incorporate main and supporting ideas in verbal and written communication</td>
<td>25(B) incorporate main and supporting ideas in verbal and written communication</td>
</tr>
</tbody>
</table>

<p>| 15(A) express ideas orally based on knowledge and experiences | 18(A) express ideas orally based on knowledge and experiences | 19(A) express ideas orally based on knowledge and experiences | 18(A) express ideas orally based on knowledge and experiences | 22(C) express ideas orally based on research and experiences | 25(C) express ideas orally based on research and experiences |</p>
<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>15(B) create and interpret visuals, including pictures and maps</td>
<td>18(B) create and interpret visual and written material</td>
<td>19(B) create written and visual material such as stories, poems, maps, and graphic organizers to express ideas</td>
<td>18(B) use technology to create written and visual material such as stories, poems, pictures, maps, and graphic organizers to express ideas</td>
<td>22(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies</td>
<td>25(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies</td>
</tr>
</tbody>
</table>

**Problem Solving and Decision Making**

| 16(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 | 19(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 | 20(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 | 19(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 | 23(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 | 26(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 |

| 16(B) use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of the decision | 19(B) use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of the decision | 20(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 | 19(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 | 23(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 | 26(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 |
## Social Studies Skills: Middle School

<table>
<thead>
<tr>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Critical Thinking Skills</strong></td>
<td><strong>Critical Thinking Skills</strong></td>
<td><strong>Critical Thinking Skills</strong></td>
</tr>
<tr>
<td>21(A) <strong>differentiate between</strong>, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about various world cultures</td>
<td>21(A) <strong>differentiate between</strong>, locate, and use valid primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about Texas</td>
<td>29(A) <strong>differentiate between</strong>, locate, and use valid primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about the United States</td>
</tr>
<tr>
<td>21(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</td>
<td>21(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</td>
<td>29(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</td>
</tr>
<tr>
<td>21(C) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</td>
<td>21(C) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</td>
<td>29(C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</td>
</tr>
<tr>
<td>21(F) use appropriate mathematical skills to interpret social studies information such as maps and graphs</td>
<td>21(H) use appropriate mathematical skills to interpret social studies information such as maps and graphs</td>
<td>29(H) use appropriate mathematical skills to interpret social studies information such as maps and graphs</td>
</tr>
<tr>
<td>21(D) identify different points of view about an issue, or current topic</td>
<td>21(D) identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants</td>
<td>29(D) identify points of view from the historical context surrounding an event and the frame of reference which influenced the participants</td>
</tr>
<tr>
<td>21(E) identify the elements of frame of reference that influenced participants in an event</td>
<td>21(E) support a point of view on a social studies issue or event</td>
<td>29(E) support a point of view on a social studies issue or event</td>
</tr>
<tr>
<td>21(F) identify bias in written, oral, and visual material</td>
<td>21(F) identify bias in written, oral, and visual material</td>
<td>29(F) identify bias in written, oral, and visual material</td>
</tr>
<tr>
<td>21(G) evaluate the validity of a source based on language, corroboration with other sources, and information about the author</td>
<td>21(G) evaluate the validity of a source based on language, corroboration with other sources, and information about the author</td>
<td>29(G) evaluate the validity of a source based on language, corroboration with other sources, and information about the author</td>
</tr>
<tr>
<td>Grade 6</td>
<td>Grade 7</td>
<td>Grade 8</td>
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<td>------------------------------------------------------------------------</td>
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<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>29(I) create thematic maps, graphs, charts, models, and databases</td>
<td>29(J) pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, models, and databases</td>
<td></td>
</tr>
<tr>
<td>representing various aspects of the United States</td>
<td></td>
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</tr>
<tr>
<td>Communication Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22(A) use social studies terminology correctly</td>
<td>22(A) use social studies terminology correctly</td>
<td>30(A) use social studies terminology correctly</td>
</tr>
<tr>
<td>22(B) incorporate main and supporting ideas in verbal and written communication based on research</td>
<td>22(C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate</td>
<td>30(C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate</td>
</tr>
<tr>
<td>21(C) express ideas orally based on research and experiences</td>
<td></td>
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</tr>
<tr>
<td>22(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies based on research</td>
<td>22(D) create written, oral, and visual presentations of social studies information</td>
<td>30(D) create written, oral, and visual presentations of social studies information</td>
</tr>
<tr>
<td>22(E) use standard grammar, spelling, sentence structure, and punctuation</td>
<td>22(B) use standard grammar, spelling, sentence structure, punctuation, and proper citation of sources</td>
<td>30(B) use standard grammar, spelling, sentence structure, punctuation, and proper citation of sources</td>
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<td>22(F) use proper citations to avoid plagiarism</td>
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<tr>
<td>Problem Solving and Decision Making</td>
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<td>23(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</td>
<td>23(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</td>
<td>31(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution</td>
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<td>23(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</td>
<td>23(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</td>
<td>31(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision</td>
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<td>Social Studies Skills: High School</td>
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<tr>
<td><strong>Critical Thinking Skills</strong></td>
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<tr>
<td><strong>US History</strong></td>
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<tr>
<td>29(A) use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions</td>
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<tr>
<td>29(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</td>
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<tr>
<td>29(C) understand how historians interpret the past (historiography) and how their interpretations of history may change over time</td>
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<tr>
<td>29(D) use the process of historical inquiry to research, interpret, and use multiple types of sources of evidence</td>
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<td>29(G) identify and support with historical evidence a point of view on a social studies issue or event</td>
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<tr>
<td>29(E) construct a thesis on a social studies issue or event supported by evidence</td>
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<td>29(F) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time</td>
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<tr>
<td><strong>World History</strong></td>
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<tr>
<td>29(C) explain the differences between primary and secondary sources and examine those sources to analyze frame of reference, historical context, and point of view</td>
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<tr>
<td>29(B) explain how historians, when examining sources, analyze frame of reference, historical context, and point of view to interpret historical events</td>
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<tr>
<td><strong>World Geography</strong></td>
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<tr>
<td>21(A) analyze and evaluate the validity and utility of multiple sources of geographic information such as primary and secondary sources, aerial photographs, and maps</td>
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<tr>
<td>20(A) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</td>
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<tr>
<td>21(B) create economic models, including production-possibilities curves, circular-flow charts, and supply-and-demand graphs, to analyze economic concepts or issues</td>
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<tr>
<td><strong>Government</strong></td>
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<td>20(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</td>
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<tr>
<td><strong>Economics</strong></td>
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<tr>
<td>21(A) analyze economic information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</td>
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<tr>
<td>21(C) explain a point of view on an economic issue</td>
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<td>US History</td>
<td>World History</td>
<td>World Geography</td>
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<td>29(F) identify bias in written, oral, and visual material</td>
<td>29(E) identify bias in written, oral, and visual material</td>
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<tr>
<td>29(E) evaluate the validity of a source based on language, corroboration with other sources, and information about the author, including points of view, frames of reference, and historical context</td>
<td>29(C) evaluate the validity of a source based on language, corroboration with other sources, and information about the author</td>
<td>20(D) analyze and evaluate the validity of information, arguments, and counterarguments from primary and secondary sources for bias, propaganda, point of view, and frame of reference</td>
</tr>
<tr>
<td>29(H) use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons</td>
<td>29(H) use appropriate reading and mathematical skills to interpret social studies information such as maps and graphs</td>
<td>20(F) use appropriate mathematical skills to interpret social studies information such as maps and graphs</td>
</tr>
<tr>
<td>21(C) create and interpret different types of maps to answer geographic questions, infer relationships, and analyze change</td>
<td>20(B) create a product on a contemporary government issue or topic using critical methods of inquiry</td>
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</tr>
<tr>
<td>21(B) locate places of contemporary geopolitical significance on a map</td>
<td>20(E) evaluate government data using charts, tables, graphs, and maps</td>
<td>21(E) evaluate economic data using charts, tables, graphs, and maps</td>
</tr>
<tr>
<td><strong>Communication Skills</strong></td>
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<tr>
<td>30(B) use correct social studies terminology to explain historical concepts</td>
<td>30(A) use social studies terminology correctly</td>
<td>22(C) use geographic terminology correctly</td>
</tr>
<tr>
<td>30(A) use social studies terminology correctly</td>
<td>22(D) use standard grammar, spelling, sentence structure, and punctuation</td>
<td>21(B) use standard grammar, spelling, sentence structure, and punctuation</td>
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<tr>
<td>US History</td>
<td>World History</td>
<td>World Geography</td>
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<td>30(C) use different forms of media to convey information, including written to visual and statistical to written or visual, using available computer software as appropriate</td>
<td>30(D) transfer information from one medium to another</td>
<td>22(A) design and draw appropriate graphics such as maps, diagrams, tables, and graphs to communicate geographic features, distributions, and relationships</td>
</tr>
<tr>
<td>30(A) create written, oral, and visual presentations of social studies information</td>
<td>30(C) interpret and create written, oral, and visual presentations of social studies information</td>
<td>22(B) generate summaries, generalizations, and thesis statements supported by evidence</td>
</tr>
<tr>
<td>30(B) interpret and create written, oral, and visual presentations of social studies information</td>
<td>22(E) create original work using proper citations and understanding and avoiding plagiarism</td>
<td>22(C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate</td>
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</tbody>
</table>

**Geographic Skills**

<table>
<thead>
<tr>
<th>US History</th>
<th>World History</th>
<th>World Geography</th>
<th>Government</th>
<th>Economics</th>
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</thead>
<tbody>
<tr>
<td>31(A) create thematic maps, graphs, and charts representing various aspects of the United States</td>
<td>31(D) plan, organize, and complete a research project that involves asking geographic questions; acquiring, organizing, and analyzing information; answering questions; and communicating results</td>
<td>23(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</td>
<td>22(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</td>
<td>23(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</td>
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<tr>
<td>31(B) pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, and available databases</td>
<td>23(B) 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</td>
<td>23(C) 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</td>
<td>23(D) 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</td>
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<td>31(C) pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, and available databases</td>
<td>23(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</td>
<td>23(C) 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</td>
<td>23(D) 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</td>
<td>23(E) 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</td>
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**Problem Solving and Decision Making**

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<tr>
<th>US History</th>
<th>World History</th>
<th>World Geography</th>
<th>Government</th>
<th>Economics</th>
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<tr>
<td>32(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution</td>
<td>32(B) 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</td>
<td>23(A) plan, organize, and complete a research project that involves asking geographic questions; acquiring, organizing, and analyzing information; answering questions; and communicating results</td>
<td>22(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</td>
<td>23(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</td>
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<td>32(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision</td>
<td>31(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision</td>
<td>23(C) use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution</td>
<td>22(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</td>
<td>23(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</td>
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<td>23(B) use case studies and GIS to identify contemporary challenges and to answer real-world questions</td>
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SOCIAL STUDIES STANDARDS

These Standards

Understanding and Using
social studies as a way of knowing

Texas College and Career Readiness Standards

...
1. **Social Studies Standards**

   a. **General Standards**
      - Students will use the understanding of core social studies skills and demonstrate proficiency. The TEKS social studies standards are designed to develop critical thinking skills necessary for citizenship and to support the development of college and career readiness.
      - **Critical Thinking Skills**
        1. **History**
           - Understanding economic and social challenges in U.S. and world history.
           - Analyzing cause and effect of major policy decisions and how they impact modern society.
        2. **Geography and Geographical Regions**
           - Understanding the development of human communities.
           - Analyzing the relationships between geography and community development.
        3. **Economics and Business**
           - Understanding economic and social challenges in modern society.
           - Analyzing cause and effect of major policy decisions and how they impact modern society.
        4. **Government and Citizenship**
           - Understanding the development of human communities.
           - Analyzing the relationships between geography and community development.
        5. **Cultures and Civilizations**
           - Understanding the development of human communities.
           - Analyzing the relationships between geography and community development.

   b. **Interrelated Disciplines**
      - Social studies standards can be integrated with other discipline standards from other content areas and other subject areas.
      - The TEKS social studies standards are designed to support the development of social studies skills necessary for citizenship and to support the development of college and career readiness.

   c. **Instructional Strategies**
      - The TEKS social studies standards are designed to support the development of social studies skills necessary for citizenship and to support the development of college and career readiness.
      - Social studies skills are best developed through the integration of content and process standards that provide opportunities for students to apply their knowledge in real-world contexts.
      - The TEKS social studies standards are designed to support the development of social studies skills necessary for citizenship and to support the development of college and career readiness.

2. **Social Studies Standards**

   a. **General Standards**
      - Students will use the understanding of core social studies skills and demonstrate proficiency. The TEKS social studies standards are designed to develop critical thinking skills necessary for citizenship and to support the development of college and career readiness.
      - **Critical Thinking Skills**
        1. **History**
           - Understanding economic and social challenges in U.S. and world history.
           - Analyzing cause and effect of major policy decisions and how they impact modern society.
        2. **Geography and Geographical Regions**
           - Understanding the development of human communities.
           - Analyzing the relationships between geography and community development.
        3. **Economics and Business**
           - Understanding economic and social challenges in modern society.
           - Analyzing cause and effect of major policy decisions and how they impact modern society.
        4. **Government and Citizenship**
           - Understanding the development of human communities.
           - Analyzing the relationships between geography and community development.
        5. **Cultures and Civilizations**
           - Understanding the development of human communities.
           - Analyzing the relationships between geography and community development.

   b. **Interrelated Disciplines**
      - Social studies standards can be integrated with other discipline standards from other content areas and other subject areas.
      - The TEKS social studies standards are designed to support the development of social studies skills necessary for citizenship and to support the development of college and career readiness.

   c. **Instructional Strategies**
      - The TEKS social studies standards are designed to support the development of social studies skills necessary for citizenship and to support the development of college and career readiness.
      - Social studies skills are best developed through the integration of content and process standards that provide opportunities for students to apply their knowledge in real-world contexts.
      - The TEKS social studies standards are designed to support the development of social studies skills necessary for citizenship and to support the development of college and career readiness.
V. Effective Communication

Social Studies Standards
1. Key Cognitive Skills

Understanding and Using

The cross-disciplinary standards for Texas college and career readiness are designed to help students acquire the skills and knowledge necessary to succeed in college and career. These standards emphasize the integration of knowledge and skills from multiple disciplines, fostering critical thinking and problem-solving abilities. 

2. Cross-Disciplinary Standards

These standards are organized into four areas:

- **Preparation for College:** Focus on developing the skills needed to succeed in college, including critical thinking, problem-solving, and effective communication.
- **Preparation for Career:** Emphasizes the skills needed for success in the workforce, such as teamwork, professionalism, and technological literacy.
- **Preparation for Civic Engagement:** Aims to develop civic skills, including participation in community service and engagement in civic affairs.
- **Preparation for Personal Development:** Focuses on personal growth and the development of self-awareness, interpersonal skills, and emotional intelligence.

These standards are designed to complement the curriculum and provide a framework for educators to ensure that students are well-prepared for college, career, and life.
Ill. Fundational Skills

I. Research across the curriculum

1. Understand and apply interdisciplinary concepts and skills.
2. Identify a problem or question to research.
3. Develop a research question and design an inquiry.
4. Plan and implement research strategies.
5. Evaluate and use multiple sources of evidence.
6. Analyze and interpret data.
7. Write a research report.
8. Reflect on and improve the research process.
9. Make oral and written presentations of research findings.
10. Use research findings to influence future research.

J. Academic behaviors

1. Identify a problem or question to solve.
2. Plan and implement strategies to solve a problem.
3. Evaluate the effectiveness of problem-solving strategies.
4. Support or modify claims based on the evidence.
5. Use research findings to support argumentation, analysis.
6. Use evidence to support arguments, analysis.
7. Apply evidence to support arguments, analysis.
8. Write clear, concise, and effective arguments.
9. Use evidence to support arguments, analysis.
10. Use evidence to support arguments, analysis.

K. Interactions with others

1. Communicate effectively in collaborative and competitive settings.
2. Use technology to support collaborative and competitive settings.
3. Use technology to support collaborative and competitive settings.
4. Support or modify claims based on the evidence.
5. Use evidence to support arguments, analysis.
6. Use evidence to support arguments, analysis.
7. Use evidence to support arguments, analysis.
8. Use evidence to support arguments, analysis.
9. Use evidence to support arguments, analysis.
10. Use evidence to support arguments, analysis.

L. Collaborative learning

1. Communicate effectively in collaborative and competitive settings.
2. Use technology to support collaborative and competitive settings.
3. Use technology to support collaborative and competitive settings.
4. Support or modify claims based on the evidence.
5. Use evidence to support arguments, analysis.
6. Use evidence to support arguments, analysis.
7. Use evidence to support arguments, analysis.
8. Use evidence to support arguments, analysis.
9. Use evidence to support arguments, analysis.
10. Use evidence to support arguments, analysis.

M. Communication

1. Communicate effectively in collaborative and competitive settings.
2. Use technology to support collaborative and competitive settings.
3. Use technology to support collaborative and competitive settings.
4. Support or modify claims based on the evidence.
5. Use evidence to support arguments, analysis.
6. Use evidence to support arguments, analysis.
7. Use evidence to support arguments, analysis.
8. Use evidence to support arguments, analysis.
9. Use evidence to support arguments, analysis.
10. Use evidence to support arguments, analysis.

N. Critical thinking

1. Identify a problem or question to solve.
2. Plan and implement strategies to solve a problem.
3. Evaluate the effectiveness of problem-solving strategies.
4. Support or modify claims based on the evidence.
5. Use evidence to support arguments, analysis.
6. Use evidence to support arguments, analysis.
7. Use evidence to support arguments, analysis.
8. Use evidence to support arguments, analysis.
9. Use evidence to support arguments, analysis.
10. Use evidence to support arguments, analysis.

O. Problem solving

1. Identify a problem or question to solve.
2. Plan and implement strategies to solve a problem.
3. Evaluate the effectiveness of problem-solving strategies.
4. Support or modify claims based on the evidence.
5. Use evidence to support arguments, analysis.
6. Use evidence to support arguments, analysis.
7. Use evidence to support arguments, analysis.
8. Use evidence to support arguments, analysis.
9. Use evidence to support arguments, analysis.
10. Use evidence to support arguments, analysis.

P. Interpersonal skills

1. Communicate effectively in collaborative and competitive settings.
2. Use technology to support collaborative and competitive settings.
3. Use technology to support collaborative and competitive settings.
4. Support or modify claims based on the evidence.
5. Use evidence to support arguments, analysis.
6. Use evidence to support arguments, analysis.
7. Use evidence to support arguments, analysis.
8. Use evidence to support arguments, analysis.
9. Use evidence to support arguments, analysis.
10. Use evidence to support arguments, analysis.

Q. Leadership skills

1. Communicate effectively in collaborative and competitive settings.
2. Use technology to support collaborative and competitive settings.
3. Use technology to support collaborative and competitive settings.
4. Support or modify claims based on the evidence.
5. Use evidence to support arguments, analysis.
6. Use evidence to support arguments, analysis.
7. Use evidence to support arguments, analysis.
8. Use evidence to support arguments, analysis.
9. Use evidence to support arguments, analysis.
10. Use evidence to support arguments, analysis.

R. Critical thinking

1. Identify a problem or question to solve.
2. Plan and implement strategies to solve a problem.
3. Evaluate the effectiveness of problem-solving strategies.
4. Support or modify claims based on the evidence.
5. Use evidence to support arguments, analysis.
6. Use evidence to support arguments, analysis.
7. Use evidence to support arguments, analysis.
8. Use evidence to support arguments, analysis.
9. Use evidence to support arguments, analysis.
10. Use evidence to support arguments, analysis.

S. Problem solving

1. Identify a problem or question to solve.
2. Plan and implement strategies to solve a problem.
3. Evaluate the effectiveness of problem-solving strategies.
4. Support or modify claims based on the evidence.
5. Use evidence to support arguments, analysis.
6. Use evidence to support arguments, analysis.
7. Use evidence to support arguments, analysis.
8. Use evidence to support arguments, analysis.
9. Use evidence to support arguments, analysis.
10. Use evidence to support arguments, analysis.

T. Interpersonal skills

1. Communicate effectively in collaborative and competitive settings.
2. Use technology to support collaborative and competitive settings.
3. Use technology to support collaborative and competitive settings.
4. Support or modify claims based on the evidence.
5. Use evidence to support arguments, analysis.
6. Use evidence to support arguments, analysis.
7. Use evidence to support arguments, analysis.
8. Use evidence to support arguments, analysis.
9. Use evidence to support arguments, analysis.
10. Use evidence to support arguments, analysis.

U. Leadership skills

1. Communicate effectively in collaborative and competitive settings.
2. Use technology to support collaborative and competitive settings.
3. Use technology to support collaborative and competitive settings.
4. Support or modify claims based on the evidence.
5. Use evidence to support arguments, analysis.
6. Use evidence to support arguments, analysis.
7. Use evidence to support arguments, analysis.
8. Use evidence to support arguments, analysis.
9. Use evidence to support arguments, analysis.
10. Use evidence to support arguments, analysis.
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§74.4. English Language Proficiency Standards.

(a) Introduction.

(1) The English language proficiency standards in this section outline English language proficiency level descriptors and student expectations for English language learners (ELLs). School districts shall implement this section as an integral part of each subject in the required curriculum. The English language proficiency standards are to be published along with the Texas Essential Knowledge and Skills (TEKS) for each subject in the required curriculum.

(2) In order for ELLs to be successful, they must acquire both social and academic language proficiency in English. Social language proficiency in English consists of the English needed for daily social interactions. Academic language proficiency consists of the English needed to think critically, understand and learn new concepts, process complex academic material, and interact and communicate in English academic settings.

(3) Classroom instruction that effectively integrates second language acquisition with quality content area instruction ensures that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills in the TEKS, and reach their full academic potential.

(4) Effective instruction in second language acquisition involves giving ELLs opportunities to listen, speak, read, and write at their current levels of English development while gradually increasing the linguistic complexity of the English they read and hear, and are expected to speak and write.

(5) The cross-curricular second language acquisition skills in subsection (c) of this section apply to ELLs in Kindergarten-Grade 12.

(6) The English language proficiency levels of beginning, intermediate, advanced, and advanced high are not grade-specific. ELLs may exhibit different proficiency levels within the language domains of listening, speaking, reading, and writing. The proficiency level descriptors outlined in subsection (d) of this section show the progression of second language acquisition from one proficiency level to the next and serve as a road map to help content area teachers instruct ELLs commensurate with students' linguistic needs.

(b) School district responsibilities. In fulfilling the requirements of this section, school districts shall:

(1) identify the student's English language proficiency levels in the domains of listening, speaking, reading, and writing in accordance with the proficiency level descriptors for the beginning, intermediate, advanced, and advanced high levels delineated in subsection (d) of this section;

(2) provide instruction in the knowledge and skills of the foundation and enrichment curriculum in a manner that is linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's levels of English language proficiency to ensure that the student learns the knowledge and skills in the required curriculum;

(3) provide content-based instruction including the cross-curricular second language acquisition essential knowledge and skills in subsection (c) of this section in a manner that is linguistically accommodated to help the student acquire English language proficiency; and
(4) provide intensive and ongoing foundational second language acquisition instruction to ELLs in Grade 3 or higher who are at the beginning or intermediate level of English language proficiency in listening, speaking, reading, and/or writing as determined by the state’s English language proficiency assessment system. These ELLs require focused, targeted, and systematic second language acquisition instruction to provide them with the foundation of English language vocabulary, grammar, syntax, and English mechanics necessary to support content-based instruction and accelerated learning of English.

(c) Cross-curricular second language acquisition essential knowledge and skills.

(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:

(A) use prior knowledge and experiences to understand meanings in English;

(B) monitor oral and written language production and employ self-corrective techniques or other resources;

(C) use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary;

(D) speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known);

(E) internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment;

(F) use accessible language and learn new and essential language in the process;

(G) demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations; and

(H) develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations.

(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or
advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:

(A) distinguish sounds and intonation patterns of English with increasing ease;

(B) recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters;

(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions;

(D) monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed;

(E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language;

(F) listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment;

(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar;

(H) understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations; and

(I) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.

(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:

(A) practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible;
(B) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication;

(C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired;

(D) speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency;

(E) share information in cooperative learning interactions;

(F) ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments;

(G) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics;

(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired;

(I) adapt spoken language appropriately for formal and informal purposes; and

(J) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment.

(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:

(A) learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words;

(B) recognize directionality of English reading such as left to right and top to bottom;
(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials;

(D) use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text;

(E) read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned;

(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language;

(G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs;

(H) read silently with increasing ease and comprehension for longer periods;

(I) demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs;

(J) demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs; and

(K) demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs.

(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:

(A) learn relationships between sounds and letters of the English language to represent sounds when writing in English;
(B) write using newly acquired basic vocabulary and content-based grade-level vocabulary;

(C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired;

(D) edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired;

(E) employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations, such as:

   (i) using correct verbs, tenses, and pronouns/antecedents;

   (ii) using possessive case (apostrophe s) correctly; and

   (iii) using negatives and contractions correctly;

(F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired; and

(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.

(d) Proficiency level descriptors.

(1) Listening, Kindergarten-Grade 12. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. The following proficiency level descriptors for listening are sufficient to describe the overall English language proficiency levels of ELLs in this language domain in order to linguistically accommodate their instruction.

(A) Beginning. Beginning ELLs have little or no ability to understand spoken English in academic and social settings. These students:

   (i) struggle to understand simple conversations and simple discussions even when the topics are familiar and the speaker uses linguistic supports such as visuals, slower speech and other verbal cues, and gestures;

   (ii) struggle to identify and distinguish individual words and phrases during social and instructional interactions that have not been intentionally modified for ELLs; and
may not seek clarification in English when failing to comprehend the English they hear; frequently remain silent, watching others for cues.

(B) Intermediate. Intermediate ELLs have the ability to understand simple, high-frequency spoken English used in routine academic and social settings. These students:

(i) usually understand simple or routine directions, as well as short, simple conversations and short, simple discussions on familiar topics; when topics are unfamiliar, require extensive linguistic supports and adaptations such as visuals, slower speech and other verbal cues, simplified language, gestures, and preteaching to preview or build topic-related vocabulary;

(ii) often identify and distinguish key words and phrases necessary to understand the general meaning during social and basic instructional interactions that have not been intentionally modified for ELLs; and

(iii) have the ability to seek clarification in English when failing to comprehend the English they hear by requiring/requesting the speaker to repeat, slow down, or rephrase speech.

(C) Advanced. Advanced ELLs have the ability to understand, with second language acquisition support, grade-appropriate spoken English used in academic and social settings. These students:

(i) usually understand longer, more elaborated directions, conversations, and discussions on familiar and some unfamiliar topics, but sometimes need processing time and sometimes depend on visuals, verbal cues, and gestures to support understanding;

(ii) understand most main points, most important details, and some implicit information during social and basic instructional interactions that have not been intentionally modified for ELLs; and

(iii) occasionally require/request the speaker to repeat, slow down, or rephrase to clarify the meaning of the English they hear.

(D) Advanced high. Advanced high ELLs have the ability to understand, with minimal second language acquisition support, grade-appropriate spoken English used in academic and social settings. These students:

(i) understand longer, elaborated directions, conversations, and discussions on familiar and unfamiliar topics with occasional need for processing time and with little dependence on visuals, verbal cues, and gestures; some exceptions when complex academic or highly specialized language is used;

(ii) understand main points, important details, and implicit information at a level nearly comparable to native English-speaking peers during social and instructional interactions; and
(iii) rarely require/request the speaker to repeat, slow down, or rephrase to clarify the meaning of the English they hear.

(2) Speaking, Kindergarten-Grade 12. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. The following proficiency level descriptors for speaking are sufficient to describe the overall English language proficiency levels of ELLs in this language domain in order to linguistically accommodate their instruction.

(A) Beginning. Beginning ELLs have little or no ability to speak English in academic and social settings. These students:

(i) mainly speak using single words and short phrases consisting of recently practiced, memorized, or highly familiar material to get immediate needs met; may be hesitant to speak and often give up in their attempts to communicate;

(ii) speak using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts;

(iii) lack the knowledge of English grammar necessary to connect ideas and speak in sentences; can sometimes produce sentences using recently practiced, memorized, or highly familiar material;

(iv) exhibit second language acquisition errors that may hinder overall communication, particularly when trying to convey information beyond memorized, practiced, or highly familiar material; and

(v) typically use pronunciation that significantly inhibits communication.

(B) Intermediate. Intermediate ELLs have the ability to speak in a simple manner using English commonly heard in routine academic and social settings. These students:

(i) are able to express simple, original messages, speak using sentences, and participate in short conversations and classroom interactions; may hesitate frequently and for long periods to think about how to communicate desired meaning;

(ii) speak simply using basic vocabulary needed in everyday social interactions and routine academic contexts; rarely have vocabulary to speak in detail;

(iii) exhibit an emerging awareness of English grammar and speak using mostly simple sentence structures and simple tenses; are most comfortable speaking in present tense;

(iv) exhibit second language acquisition errors that may hinder overall communication when trying to use complex or less familiar English; and
(v) use pronunciation that can usually be understood by people accustomed to interacting with ELLs.

(C) Advanced. Advanced ELLs have the ability to speak using grade-appropriate English, with second language acquisition support, in academic and social settings. These students:

(i) are able to participate comfortably in most conversations and academic discussions on familiar topics, with some pauses to restate, repeat, or search for words and phrases to clarify meaning;

(ii) discuss familiar academic topics using content-based terms and common abstract vocabulary; can usually speak in some detail on familiar topics;

(iii) have a grasp of basic grammar features, including a basic ability to narrate and describe in present, past, and future tenses; have an emerging ability to use complex sentences and complex grammar features;

(iv) make errors that interfere somewhat with communication when using complex grammar structures, long sentences, and less familiar words and expressions; and

(v) may mispronounce words, but use pronunciation that can usually be understood by people not accustomed to interacting with ELLs.

(D) Advanced high. Advanced high ELLs have the ability to speak using grade-appropriate English, with minimal second language acquisition support, in academic and social settings. These students:

(i) are able to participate in extended discussions on a variety of social and grade-appropriate academic topics with only occasional disruptions, hesitations, or pauses;

(ii) communicate effectively using abstract and content-based vocabulary during classroom instructional tasks, with some exceptions when low-frequency or academically demanding vocabulary is needed; use many of the same idioms and colloquialisms as their native English-speaking peers;

(iii) can use English grammar structures and complex sentences to narrate and describe at a level nearly comparable to native English-speaking peers;

(iv) make few second language acquisition errors that interfere with overall communication; and

(v) may mispronounce words, but rarely use pronunciation that interferes with overall communication.
(3) Reading, Kindergarten-Grade 1. ELLs in Kindergarten and Grade 1 may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. The following proficiency level descriptors for reading are sufficient to describe the overall English language proficiency levels of ELLs in this language domain in order to linguistically accommodate their instruction and should take into account developmental stages of emergent readers.

(A) Beginning. Beginning ELLs have little or no ability to use the English language to build foundational reading skills. These students:

(i) derive little or no meaning from grade-appropriate stories read aloud in English, unless the stories are:

(I) read in short "chunks;"

(II) controlled to include the little English they know such as language that is high frequency, concrete, and recently practiced; and

(III) accompanied by ample visual supports such as illustrations, gestures, pantomime, and objects and by linguistic supports such as careful enunciation and slower speech;

(ii) begin to recognize and understand environmental print in English such as signs, labeled items, names of peers, and logos; and

(iii) have difficulty decoding most grade-appropriate English text because they:

(I) understand the meaning of very few words in English; and

(II) struggle significantly with sounds in spoken English words and with sound-symbol relationships due to differences between their primary language and English.

(B) Intermediate. Intermediate ELLs have a limited ability to use the English language to build foundational reading skills. These students:

(i) demonstrate limited comprehension (key words and general meaning) of grade-appropriate stories read aloud in English, unless the stories include:

(I) predictable story lines;

(II) highly familiar topics;

(III) primarily high-frequency, concrete vocabulary;
(IV) short, simple sentences; and

(V) visual and linguistic supports;

(ii) regularly recognize and understand common environmental print in English such as signs, labeled items, names of peers, logos; and

(iii) have difficulty decoding grade-appropriate English text because they:

(I) understand the meaning of only those English words they hear frequently; and

(II) struggle with some sounds in English words and some sound-symbol relationships due to differences between their primary language and English.

(C) Advanced. Advanced ELLs have the ability to use the English language, with second language acquisition support, to build foundational reading skills. These students:

(i) demonstrate comprehension of most main points and most supporting ideas in grade-appropriate stories read aloud in English, although they may still depend on visual and linguistic supports to gain or confirm meaning;

(ii) recognize some basic English vocabulary and high-frequency words in isolated print; and

(iii) with second language acquisition support, are able to decode most grade-appropriate English text because they:

(I) understand the meaning of most grade-appropriate English words; and

(II) have little difficulty with English sounds and sound-symbol relationships that result from differences between their primary language and English.

(D) Advanced high. Advanced high ELLs have the ability to use the English language, with minimal second language acquisition support, to build foundational reading skills. These students:

(i) demonstrate, with minimal second language acquisition support and at a level nearly comparable to native English-speaking peers, comprehension of main points and supporting ideas (explicit and implicit) in grade-appropriate stories read aloud in English;

(ii) with some exceptions, recognize sight vocabulary and high-frequency words to a degree nearly comparable to that of native English-speaking peers; and
with minimal second language acquisition support, have an ability to decode and understand grade-appropriate English text at a level nearly comparable to native English-speaking peers.

(4) Reading, Grades 2-12. ELLs in Grades 2-12 may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. The following proficiency level descriptors for reading are sufficient to describe the overall English language proficiency levels of ELLs in this language domain in order to linguistically accommodate their instruction.

(A) Beginning. Beginning ELLs have little or no ability to read and understand English used in academic and social contexts. These students:

(i) read and understand the very limited recently practiced, memorized, or highly familiar English they have learned; vocabulary predominantly includes:

(I) environmental print;

(II) some very high-frequency words; and

(III) concrete words that can be represented by pictures;

(ii) read slowly, word by word;

(iii) have a very limited sense of English language structures;

(iv) comprehend predominantly isolated familiar words and phrases; comprehend some sentences in highly routine contexts or recently practiced, highly familiar text;

(v) are highly dependent on visuals and prior knowledge to derive meaning from text in English; and

(vi) are able to apply reading comprehension skills in English only when reading texts written for this level.

(B) Intermediate. Intermediate ELLs have the ability to read and understand simple, high-frequency English used in routine academic and social contexts. These students:

(i) read and understand English vocabulary on a somewhat wider range of topics and with increased depth; vocabulary predominantly includes:

(I) everyday oral language;
(II) literal meanings of common words;

(III) routine academic language and terms; and

(IV) commonly used abstract language such as terms used to describe basic feelings;

(ii) often read slowly and in short phrases; may re-read to clarify meaning;

(iii) have a growing understanding of basic, routinely used English language structures;

(iv) understand simple sentences in short, connected texts, but are dependent on visual cues, topic familiarity, prior knowledge, pretaught topic-related vocabulary, story predictability, and teacher/peer assistance to sustain comprehension;

(v) struggle to independently read and understand grade-level texts; and

(vi) are able to apply basic and some higher-order comprehension skills when reading texts that are linguistically accommodated and/or simplified for this level.

(C) Advanced. Advanced ELLs have the ability to read and understand, with second language acquisition support, grade-appropriate English used in academic and social contexts. These students:

(i) read and understand, with second language acquisition support, a variety of grade-appropriate English vocabulary used in social and academic contexts:

   (I) with second language acquisition support, read and understand grade-appropriate concrete and abstract vocabulary, but have difficulty with less commonly encountered words;

   (II) demonstrate an emerging ability to understand words and phrases beyond their literal meaning; and

   (III) understand multiple meanings of commonly used words;

(ii) read longer phrases and simple sentences from familiar text with appropriate rate and speed;

(iii) are developing skill in using their growing familiarity with English language structures to construct meaning of grade-appropriate text; and
are able to apply basic and higher-order comprehension skills when reading grade-appropriate text, but are still occasionally dependent on visuals, teacher/peer assistance, and other linguistically accommodated text features to determine or clarify meaning, particularly with unfamiliar topics.

(D) Advanced high. Advanced high ELLs have the ability to read and understand, with minimal second language acquisition support, grade-appropriate English used in academic and social contexts. These students:

(i) read and understand vocabulary at a level nearly comparable to that of their native English-speaking peers, with some exceptions when low-frequency or specialized vocabulary is used;

(ii) generally read grade-appropriate, familiar text with appropriate rate, speed, intonation, and expression;

(iii) are able to, at a level nearly comparable to native English-speaking peers, use their familiarity with English language structures to construct meaning of grade-appropriate text; and

(iv) are able to apply, with minimal second language acquisition support and at a level nearly comparable to native English-speaking peers, basic and higher-order comprehension skills when reading grade-appropriate text.

(5) Writing, Kindergarten-Grade 1. ELLs in Kindergarten and Grade 1 may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. The following proficiency level descriptors for writing are sufficient to describe the overall English language proficiency levels of ELLs in this language domain in order to linguistically accommodate their instruction and should take into account developmental stages of emergent writers.

(A) Beginning. Beginning ELLs have little or no ability to use the English language to build foundational writing skills. These students:

(i) are unable to use English to explain self-generated writing such as stories they have created or other personal expressions, including emergent forms of writing (pictures, letter-like forms, mock words, scribbling, etc.);

(ii) know too little English to participate meaningfully in grade-appropriate shared writing activities using the English language;

(iii) cannot express themselves meaningfully in self-generated, connected written text in English beyond the level of high-frequency, concrete words, phrases, or short sentences that have been recently practiced and/or memorized; and

(iv) may demonstrate little or no awareness of English print conventions.

(B) Intermediate. Intermediate ELLs have a limited ability to use the English language to build foundational writing skills. These students:
(i) know enough English to explain briefly and simply self-generated writing, including emergent forms of writing, as long as the topic is highly familiar and concrete and requires very high-frequency English;

(ii) can participate meaningfully in grade-appropriate shared writing activities using the English language only when the writing topic is highly familiar and concrete and requires very high-frequency English;

(iii) express themselves meaningfully in self-generated, connected written text in English when their writing is limited to short sentences featuring simple, concrete English used frequently in class; and

(iv) frequently exhibit features of their primary language when writing in English such as primary language words, spelling patterns, word order, and literal translating.

(C) Advanced. Advanced ELLs have the ability to use the English language to build, with second language acquisition support, foundational writing skills. These students:

(i) use predominantly grade-appropriate English to explain, in some detail, most self-generated writing, including emergent forms of writing;

(ii) can participate meaningfully, with second language acquisition support, in most grade-appropriate shared writing activities using the English language;

(iii) although second language acquisition support is needed, have an emerging ability to express themselves in self-generated, connected written text in English in a grade-appropriate manner; and

(iv) occasionally exhibit second language acquisition errors when writing in English.

(D) Advanced high. Advanced high ELLs have the ability to use the English language to build, with minimal second language acquisition support, foundational writing skills. These students:

(i) use English at a level of complexity and detail nearly comparable to that of native English-speaking peers when explaining self-generated writing, including emergent forms of writing;

(ii) can participate meaningfully in most grade-appropriate shared writing activities using the English language; and

(iii) although minimal second language acquisition support may be needed, express themselves in self-generated, connected written text in English in a manner nearly comparable to their native English-speaking peers.
Writing, Grades 2-12. ELLs in Grades 2-12 may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. The following proficiency level descriptors for writing are sufficient to describe the overall English language proficiency levels of ELLs in this language domain in order to linguistically accommodate their instruction.

(A) Beginning. Beginning ELLs lack the English vocabulary and grasp of English language structures necessary to address grade-appropriate writing tasks meaningfully. These students:

(i) have little or no ability to use the English language to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction;

(ii) lack the English necessary to develop or demonstrate elements of grade-appropriate writing such as focus and coherence, conventions, organization, voice, and development of ideas in English; and

(iii) exhibit writing features typical at this level, including:

(I) ability to label, list, and copy;

(II) high-frequency words/phrases and short, simple sentences (or even short paragraphs) based primarily on recently practiced, memorized, or highly familiar material; this type of writing may be quite accurate;

(III) present tense used primarily; and

(IV) frequent primary language features (spelling patterns, word order, literal translations, and words from the student's primary language) and other errors associated with second language acquisition may significantly hinder or prevent understanding, even for individuals accustomed to the writing of ELLs.

(B) Intermediate. Intermediate ELLs have enough English vocabulary and enough grasp of English language structures to address grade-appropriate writing tasks in a limited way. These students:

(i) have a limited ability to use the English language to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction;

(ii) are limited in their ability to develop or demonstrate elements of grade-appropriate writing in English; communicate best when topics are highly familiar and concrete, and require simple, high-frequency English; and

(iii) exhibit writing features typical at this level, including:
(I) simple, original messages consisting of short, simple sentences; frequent inaccuracies occur when creating or taking risks beyond familiar English;

(II) high-frequency vocabulary; academic writing often has an oral tone;

(III) loosely connected text with limited use of cohesive devices or repetitive use, which may cause gaps in meaning;

(IV) repetition of ideas due to lack of vocabulary and language structures;

(V) present tense used most accurately; simple future and past tenses, if attempted, are used inconsistently or with frequent inaccuracies;

(VI) undetailed descriptions, explanations, and narrations; difficulty expressing abstract ideas;

(VII) primary language features and errors associated with second language acquisition may be frequent; and

(VIII) some writing may be understood only by individuals accustomed to the writing of ELLs; parts of the writing may be hard to understand even for individuals accustomed to ELL writing.

(C) Advanced. Advanced ELLs have enough English vocabulary and command of English language structures to address grade-appropriate writing tasks, although second language acquisition support is needed. These students:

(i) are able to use the English language, with second language acquisition support, to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction;

(ii) know enough English to be able to develop or demonstrate elements of grade-appropriate writing in English, although second language acquisition support is particularly needed when topics are abstract, academically challenging, or unfamiliar; and

(iii) exhibit writing features typical at this level, including:

(I) grasp of basic verbs, tenses, grammar features, and sentence patterns; partial grasp of more complex verbs, tenses, grammar features, and sentence patterns;

(II) emerging grade-appropriate vocabulary; academic writing has a more academic tone;

(III) use of a variety of common cohesive devices, although some redundancy may occur;
(IV) narrations, explanations, and descriptions developed in some detail with emerging clarity; quality or quantity declines when abstract ideas are expressed, academic demands are high, or low-frequency vocabulary is required;

(V) occasional second language acquisition errors; and

(VI) communications are usually understood by individuals not accustomed to the writing of ELLs.

(D) Advanced high. Advanced high ELLs have acquired the English vocabulary and command of English language structures necessary to address grade-appropriate writing tasks with minimal second language acquisition support. These students:

(i) are able to use the English language, with minimal second language acquisition support, to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction;

(ii) know enough English to be able to develop or demonstrate, with minimal second language acquisition support, elements of grade-appropriate writing in English; and

(iii) exhibit writing features typical at this level, including:

(I) nearly comparable to writing of native English-speaking peers in clarity and precision with regard to English vocabulary and language structures, with occasional exceptions when writing about academically complex ideas, abstract ideas, or topics requiring low-frequency vocabulary;

(II) occasional difficulty with naturalness of phrasing and expression; and

(III) errors associated with second language acquisition are minor and usually limited to low-frequency words and structures; errors rarely interfere with communication.

(e) Effective date. The provisions of this section supersede the ESL standards specified in Chapter 128 of this title (relating to Texas Essential Knowledge and Skills for Spanish Language Arts and English as a Second Language) upon the effective date of this section.

Source: The provisions of this §74.4 adopted to be effective December 25, 2007, 32 TexReg 9615.
(4) The eight stands of the essential knowledge and skills for social studies are

available from museums, art galleries, and historical sites.

2. Support the teaching of the essential knowledge and skills by using:

(a) Multiple sources of evidence.

(b) News articles, primary sources, and the process of historical inquiry to research, interpret, and use economic, political, and cultural developments in science and technology that have influenced the growth of industrial society.

(c) In-depth research of significant people, events, and issues from the periods and times of the world, such as the Industrial Revolution, the Age of Exploration, and the Renaissance.

(d) Economic development and major political revolutions since the year 1750.

(e) Traditional historical points of reference and significant people, events, and issues from the periods and times of the world, such as the Hispanic colonization of the Americas and the American Revolution.

(f) World History Studies is the only course among students in over 80% of the State of Texas.
Governed by the U.S. Constitution and the Bill of Rights, the United States enjoys a unique form of government. Students are introduced to this system in Grades 3-12 and receive the following key concepts:

- The concept of a representative democracy
- Understanding the role of the U.S. Constitution
- The role of the Bill of Rights
- The concept of a representative form of government
- The role of the U.S. Constitution
- The role of the Bill of Rights
- The concept of a representative form of government

Students also learn about the three branches of government and the role they play in the democratic process. They are introduced to civic virtues and the importance of participating in the democratic process.

Celebrating the Freedom Week:

(9) State and federal laws mandate a variety of celebrations and observances, including:

- The recognition of Presidents' Day (T.H.C. 38.202)
- The observance of the 4th of July
- The celebration of Thanksgiving
- The commemoration of events such as the signing of the Declaration of Independence
- The recognition of National Read Across America Day
- The celebration of Black History Month
- The observance of Martin Luther King Jr. Day
- The celebration of Native American Heritage Month

Throughout the academic year, students are exposed to the democratic system and the role it plays in their daily lives. They are encouraged to participate in the democratic process and to become informed citizens.
(a) Understand the significance of the following dates: 1666, 1215, 1492, 1789.

(b) Explain the significance of the following events and periods:
- The Renaissance
- The Scientific Revolution
- The Industrial Revolution
- The Age of Exploration
- The Age of Revolution
- The Age of Imperialism

(c) Identify major causes and describe the major effects of the following:
- The Mongol invasions and their impact on Europe, China, India, and Southwest Asia
- The development of Islamic civilization and its impact on Asia, Africa, and Europe
- The Christian Church and the formation of a unified Christian identity
- The spread of the Industrial Revolution from 600 BC to 1450 AD

(d) Identify the major causes and describe the major effects of the following civilizations:
- The development of agriculture and the domestication of plants
- The development of metalworking and the use of copper and bronze

(e) Identify the major events in world history and describe their significance:
- The fall of the Western Roman Empire
- The rise of Islam

(f) Knowledge and skills:
- Reading documents
- Interpreting historical events
- Understanding the impact of technological advancements

(g) The student is expected to:
- Explain the significance of the following dates and periods
- Identify major events and describe their effects

(h) The student understands traditional historical points of reference in world history.
(f) describe the interactions between Muslim and Hindu societies in South Asia.

(f) describe the interactions among Muslim, Christian, and Jewish societies in

Europe, Asia, and North Africa.

(f) describe the interactions among Muslim, Christian, and Jewish societies in

Europe, Asia, and North Africa.

(c) identify the political, economic, and social impact of Islam on

(c) identify the political, economic, and social impact of Islam on

Europe, Asia, and Africa.

Europe, Asia, and Africa.

(c) identify the major characteristics of the political and economic system of medieval

(c) explain the major characteristics of the political and economic system of medieval

Europe and the Western Mediterranean.

Europe and the Western Mediterranean.

(a) compare the development of Christianity and Islam in the Western

(a) compare the development of Christianity and Islam in the Western

Europe and Han China.

Europe and Han China.

(c) explain the impact on the fall of Rome on Western Europe and

(c) explain the impact on the fall of Rome on Western Europe and

monarchies, Judaism, and Christianity.

monarchies, Judaism, and Christianity.

(a) describe the major political, religious, and philosophical influences on

(a) describe the major political, religious, and philosophical influences on

classical civilizations from 500 BC to AD 600 on subsequent civilizations. The student

classical civilizations from 500 BC to AD 600 on subsequent civilizations. The student

is expected to:

is expected to:

(3) History. The student understands how the contributions and influence of
different civilizations influenced the development of other civilizations.

(3) History. The student understands how the contributions and influence of
different civilizations influenced the development of other civilizations.

(4) History. The student understands how events in a contemporary situation could result in different

(4) History. The student understands how events in a contemporary situation could result in different

ideologies, government, and cultural history.

ideologies, government, and cultural history.

(5) History. The student understands the development of farmers to the people of the

(5) History. The student understands the development of farmers to the people of the

Old World civilizational area.

Old World civilizational area.

(6) History. The student understands how the interactions among the people of the

(6) History. The student understands how the interactions among the people of the

Old World and the New World impacted the development of the world.

Old World and the New World impacted the development of the world.

(2) History. The student understands how the people of the

(2) History. The student understands how the people of the

Old World and the New World impacted the development of the world.

Old World and the New World impacted the development of the world.
enemies were impacted by European exploration.

(c) Explain how the Incas and阿tec civilization in South America helped the European

(d) Identify the effects of the European Renaissance and the Reformation.

(e) Summarize the economic impact of European expansion on both the countries and the regions.

6. History: The student understands the development of the European Renaissance and the Reformation.

(a) Identify the causes of the European Renaissance and the Reformation.

(b) Identify the characteristics and impact of the European Renaissance and the Reformation.

(c) Explain the development of the slave trade.

(d) Summarize the economic, political, and cultural developments in the New World and China and their impact on European culture.

(e) Explain how the Crusades, the Black Death, the Hundred Years’ War, and
Europe and Latin America:
- Explain the impact of Napoleon Bonaparte and the Napoleonic Wars on the 
  European Revolutions and Religion.
- Emphasizing the 18th century, compare the French Revolution's 
  consequences of novel political, economic, and social 
  changes in Europe.
- Identify the major political, economic, and social 
  influences that influenced the Industrial Revolution.
- Explain how the Industrial Revolution led to political, economic, and 
  social changes in Europe.
- Explain the Industrial Revolution and European Imperialism from 1750 to 1914. The student is expected to:
  - Explain the effects of free enterprise in the Industrial Revolution.
  - Explain the major characteristics and impact of European Imperialism.
  - Explain the Ming China's impact on global trade, and
  - Explain the impact of the Ottoman Empire on Eastern Europe and Global
  Americas.

The Americas and Europe:
- Summarize the exchange of people, goods, and ideas from the Americas, 
  China, Europe, and the Middle East from 1450 to 1750. The student is expected to:
  - Identify examples of major events of the world such as the Aztec, Dutch, 
    and
  - Explain the impact of the Atlantic Slave Trade on West Africa and the 
    Americas.

(8) History. The student understands the causes and effects of major political, 
- Explain the effects of free enterprise in the Industrial Revolution.
- Explain the major characteristics and impact of European Imperialism.
- Explain the Ming China's impact on global trade, and
- Explain the impact of the Ottoman Empire on Eastern Europe and Global
- Americas.

The Americas and Europe:
- Summarize the exchange of people, goods, and ideas from the Americas, 
  China, Europe, and the Middle East from 1450 to 1750. The student is expected to:
  - Identify examples of major events of the world such as the Aztec, Dutch, 
    and
  - Explain the impact of the Atlantic Slave Trade on West Africa and the 
    Americas.
The student is expected to:

1. Identify the causes of the February (March) and October Revolutions of 1917 and the Bolshevik establishment of the Union of Soviet Socialist Republics.
2. Explain the causes of the First World War, including Japan's entry into World War I and the Bolshevik Revolution of 1917.
3. Identify the causes of the Great Depression, and describe the economic impact of the Treaty of Versailles, including changes in political and economic systems.
4. Identify the political impact of Woodrow Wilson's Fourteen Points and the Treaty of Versailles.
5. Analyze the nature of militarism in China.
6. Identify militarism, nationalism, and the alliance system in causing World War I.
7. Identify and explain causes and effects of World War I, including the role of Great Britain, France, Russia, and Germany.
8. Identify the role of the United States in World War I.
9. Identify the role of America, including the role of Simon Bolivar and Latin America, in influencing the role of the United States in World War I.
10. Summarize the role of the United States, Russia, and France in World War I.
11. Identify the impact of the American Revolution on political revolutions.
12. Analyze the influence of significant individuals on the European and global stage.
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The student is expected to:

(15) (G1) Explain the U.S. response to terrorism from September 11, 2001, to the present.

(16) Explain the growth of al Qaeda, and

on events in the second half of the 20th century, including Palestinian terrorism
summarize the development and impact of radical Islamic fundamentalism

The student is expected to:

(17) Explain how Arab reaction of the State of Israel has led to ongoing conflict.

and South Asia and reasons for ongoing conflicts.

(18) Summarize the rise of independence movements in Africa, the Middle East.

(19) Explain the role of modern world leaders such as Mahatma Gandhi.

(20) Analyze the following major events of the Cold War, including the Korean War.

(21) Summarize how the influence of communism of significant ideologies.

(22) Summarize how the Cold War and independence movements. The student is

expected to:

The atomic bombs.

The attack on Pearl Harbor, the Normandy Landings, and the dropping of

(23) Explain the major causes and events of World War II, including the German

and World War II, including the German

Hitler, Adolf Eichmann, Joseph Stalin, Franklin D. Roosevelt, and Winston Churchill.

(24) Explain the roles of various world leaders, including Benito Mussolini, Adolf

(25) Describe the emergence and characteristics of totalitarianism.
Found in the Wealth of Nations

...including the contributions of Adam Smith, especially the influence of his ideas on multidisciplinary origins and characteristics of the free enterprise system.

(A) Identify the history origins of the economic systems of capitalism and

(1+4) Economics. The student understands the multidisciplinary origins of the economic system.

(c) Summarize the economic and social aspects of 20th century globalization.

(b) Explain the role of economics in driving political changes as resulting from the political Revolution and industrial Revolution.

(4) Identify important changes in human life caused by the Neolithic Agricultural Revolution.

(1+2) Economics. The student understands the impact of the Neolithic Agricultural Revolution on human life and the development of the Neolithic Agricultural Revolution.

(c) Explain how people and events in the past and present are connected to the stories of Homem and the genius.

and

(c) Analyze the influence of physical features and human characteristics on world trade patterns.

(b) Explain the opening of the Panama and Suez Canals on world trade patterns.

(4) Identify places and regions of historical significance such as the Middle East.

(c) Identify events and processes in world history shown on maps, graphs, charts, and models, and

(5) Analyze and compare economic models, economic distributions, and

relationships between geography and the historical development of a region or

civilizations.

(b) Describe the civilization maps, graphs, and charts, models, and

maps. Geography. The student understands the impact of geographic factors on major
The student is expected to:

- Identify the historical origins and characteristics of feudalism.
- Compare and contrast the historical, social, and economic structures of medieval Europe and the Middle Ages.
- Explain the influence of the Middle Ages on the development of democracy and the modern world.
- Analyze the economic, social, and political changes that occurred during the medieval period.
- Understand the impact of the feudal system on the development of later political systems.
- Identify the characteristics of the following political developments:
  - Democratic Republic
  - Limited monarchy
  - Absolutist monarchy
  - Federal republic
  - Constitutional republic
  - Federales system
  - Presidential government
  - Gradual democracy
  - Origination of the democratic movement
  - Legislative led democracy
  - Federalism

The student is expected to:

- Explain the development of democracy in the United States, including the influence of the French Revolution.
- Analyze the role of women in the development of democracy in the United States.
- Evaluate the impact of the Civil War on the development of democracy in the United States.
- Understand the significance of the Reconstruction era in the development of democracy in the United States.
- Identify the causes and effects of the Great Depression on the development of democracy in the United States.
- Understand the impact of the Cold War on the development of democracy in the United States.
- Evaluate the role of international organizations in the development of democracy in the United States.
- Analyze the impact of the internet on the development of democracy in the United States.
II

- Identify examples of political, economic, and social oppression and resistance.

Home:
- An overview of how each country before the legal tradition and in Greece and Rome, and how these concepts of "men under provocation", "guilt", and "guilt" before the law, and the responsibilities regarding the right to a trial by "every" of your peers, and the responsibility of others toViolent.

(a) summarizing the worldwide influence of ideas of political, economic, and social oppression and resistance:

- The student understands the historical development of the rule of law and rights.

22. Citizenship. The student understands the historical development of significant legal thought, including William Wordsworth.

- Describe how people have participated in supporting or changing their societies, and governments.

- He knows how to make decisions and decisions made by individuals, groups, and nations throughout history. The student is expected to:

(a) explain the significance of the League of Nations and the United Nations.


(c) explain the political philosophy of individuals such as John Locke, Thomas Hobbes, Voltaire, Cesare Beccaria, Jean-Jacques Rousseau, and of the Citizen.
(d) explain how Islam influenced law and government in the Muslim world.

(3) explain political developments and secularism that began with the Renaissance and how the relationships influenced the outlines of a Greece and Rome.

(b) summarize the fundamental ideas and institutions of Western civilizations that developed in China and India.

(a) summarize the fundamental ideas and institutions of Eastern civilizations that developed in China and India.

(c) explain the relationships among Christianity, Individualism, and Romanticism.

(d) explain how Islam influenced law and government in the Muslim world.

(e) explain political developments and secularism that began with the Renaissance and how the relationships influenced the outlines of a Greece and Rome.

(f) describe the major influences of women such as Elizabeth I, Queen Victoria, and Marie Antoinette.

(g) describe the changing roles of women, children, and families during major eras of world history.

(2) explain the changing roles of women, children, and families in different historical cultures. The student is expected to:

(a) understanding the roles of women, children, and families in various eras referenced in the major eras of world history.

(b) identify examples of religious influence in history and contemporary society.

(c) understand the historical origins, central ideas, and spread of major world religions.

(d) analyze the role of religion and philosophy in the development of a variety of world cultures.

(e) assess the degree to which American ideals have advanced human rights.

(f) identify examples of individuals who led resistance to political oppression and democratic ideals and practices have been advanced through the square, and the Balkans, Rwanda, and Darfur.

(g) identify examples of genocide, including the Holocaust and genocides in the Balkans, Rwanda, and Darfur.
The student is expected to:

1. Describe the role of Galileo, scientific method, and the Scientific Revolution in the development of natural science.
2. Explain the significant contributions of scientists to the Scientific Revolution such as Aristotle, Galileo, and Newton.
3. Explain the impact of the Scientific Revolution in the 17th century Europe and its influence on modern science.
4. Identify the contributions of significant scientists such as Archimedes, Copernicus, Francis Bacon, Galileo, and Robert Boyle.

Reformation in Europe:

5. Explain the impact of the Printing Press on the Renaissance and the Reformation in Europe.
6. Summarize the major ideas in art, literature, and architecture.

China From the Tang to Ming Dynasties:

7. Summarize the development of Chinese philosophy and its influence on modern science.
8. Identify the major contributions of Chinese mathematics and science.
10. Summarize the major ideas in art, literature, and architecture.

Women in Different Historical Cultures:

11. Describe the political, economic, and cultural influence of women in different historical cultures.
12. Identify the specific roles of women in different cultures and analyze the historical and cultural contexts in which they were created and conveyed in universal themes.
13. Describe the relationship between the arts and the times during which they were created. The student is expected to:

Science, Technology, and Society:

14. Science, technology, and society. The student understands how major scientific and technological discoveries and innovations have affected societies and influenced the development of science, technology, and society.
The student is expected to:

(3b) Social studies skills. The student communicates in written, oral, and visual forms.

(4b) Use social studies terminology correctly.

(4c) Identify bias in written, oral, and visual material.

(4d) Evaluate the validity of a source based on language, composition, with other sources, and what the author and audience of the work intend.

(5a) Construct a thesis on a social studies issue or event supported by evidence.

(5b) Use the process of historical inquiry to research, interpret, and use multiple sources of evidence and historical contexts.

(5c) Explain the differences between historical events over time.

(5d) Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing contrasts, finding the main idea, summarizing, and developing connections between historical events.

(6b) Appropriate reading and mathematical skills to interpret social studies information using maps and graphs.

(6c) Interpret and create databases, research outlines, bibliographies, and visuals.
(D) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate.

(3127) 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

(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.

Source: The provisions of this §113.3342 adopted to be effective September 1, 1998, 23 August 2010, 35 TexReg 76447232.