World History TEKS
1st Nine Weeks

Unit of Study
The Rise of River Valley Civilizations, The “Classical Era” in the West, The “Classical Era” in the East, The Middle Ages in Europe, and The Islamic World and Africa

1) **History.** The student understands traditional historical points of reference in world history. The student is expected to:

(A) identify major causes and describe the major effects of the following events from 8000 BC to 500 BC; the development of agriculture and the development of the river valley civilizations;

(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 (Maury and Gupta), China (Zhou, Qin, and Han), and the development of major world religions;

(C) identify major causes and describe the major effects of the following important turning points in world history from 600 to 1450: the spread of 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;

2) **History.** The student understands how early civilizations developed from 8000 BC to 500 BC. The student is expected to:

(A) summarize the impact of the development of farming (Neolithic Revolution) on the creation of river valley civilizations;

(B) identify the characteristics of civilization; and

(C) explain how major river valley civilizations influences the development of the classical civilizations.

Source: [http://www.tea.state.tx.us/](http://www.tea.state.tx.us/) North East Independent School District
3) **History.** The student understands the contributions and influence of classical civilizations from 500 BC to AD 600 on subsequent civilizations. The student is expected to:

(A) describe the major political, religious/philosophical, and cultural influences of Persia, India, China, Israel, Greece, and Rome, including the development of monotheism, Judaism, and Christianity;

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

(C) compare the factors that led to the collapse of Rome and Han China.

4) **History.** The student understands how, after the collapse of classical empire, new political, economic, and social systems evolved and expanded from 600 to 1450. The student is expected to:

(A) explain the development of Christianity as a unifying social and political factor in medieval Europe and the Byzantine Empire;

(B) explain the characteristics of Roman Catholicism and Eastern Orthodoxy;

(C) describe the major characteristics of and the factors contributing to the development of political/social system of feudalism and the economic system of manorialism;

(D) explain the political, economic, and social impact of Islam on Europe, Asia, and Africa;

(E) describe the interactions among Muslim, Christian, and Jewish societies in Europe, Asia, and North Africa;

(G) explain how the Crusades, the Black Death, the Hundred Years’ War, and the Great Schism contributed to the end of medieval Europe;

(I) explain the development of the slave trade;

(J) analyze how the Silk Road and the African gold-salt trade facilitate the spread of ideas and trade; and
16) **Geography.** The student understands the impact of geographic factors on major historic events and processes. The student is expected to:

(A) locate places and regions of historical significance directly related to major eras and turning points in world history;

(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

17) **Economics.** The student understands the impact of the Neolithic and Industrial revolutions and globalization on humanity. The student is expected to:

(A) identify important changes in human life caused by the Neolithic Revolution and the Industrial Revolution;

(B) summarize the role of economics in driving political changes as related to the Neolithic Revolution and the Industrial Revolution; and

19) **Government.** The student understands the characteristics of major political systems throughout history. The student is expected to:

(B) identify the characteristics of the following political systems: theocracy, absolute monarchy, democracy, republic, oligarchy, limited monarchy, and totalitarianism.

20) **Government.** The student understands how contemporary political systems have developed from earlier system of government. The student is expected to:

(B) identify the impact of political and legal ideas contained in the following documents: Hammurabi’s Code, and the Jewish Ten Commandments, Justinian’s Code of Laws, Magna Carta, the English Bill of Rights, the Declaration of Independence, the U.S. Constitution, and the Declaration of the Rights of Man and of the Citizen;

(C) explain the political philosophies of individuals such as John Locke, Thomas Hobbes, Voltaire, Charles de Montesquieu, Jean Jacques Rousseau, Thomas Aquinas, John Calvin, Thomas Jefferson, and William Blackstone; and
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 role 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;

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.

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

25) **Culture.** The student understands how the development of ideas has influences institutions and societies. The student is expected to:

   (A) summarize the fundamental ideas and institutions of Eastern civilizations that originated in China and India;

   (B) summarize the fundamental ideas and institutions of Western civilizations that originated in Greece and Rome;

   (D) explain how Islam influences law and government in the Muslim world.
26) **Culture.** The student understands the relationship between the arts and the times during which they were created. The student is expected to:

(A) identify significant examples of art and architecture that demonstrate an artistic ideal or visual principle from selected cultures;

(B) analyze examples of how are art, architecture, literature, music, an drama reflect the history of the cultures in which they are produced; and

(C) identify examples of art, music, and literature that transcend the cultures in which they were created and convey universal themes.

27) **Science, technology, and society.** The student understands how major scientific and mathematical discoveries and technological innovations affected societies prior to 1750. The student is expected to:

(A) identify the origin and diffusion of major ideas in mathematics, science, and technology that occurred in river valley civilizations, classical Greece and Rome, classical India, and the Islamic caliphates between 700 and 1200 and in China from the Tang to Ming dynasties;

(E) identify the contributions of significant scientists such as Archimedes, Copernicus, Eratosthenes, Galileo, Pythagoras, Isaac Newton, and Robert Boyle.

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;
29) **Social studies skills.** The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to

(E) identify bias in written, oral, and visual material;:

(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.

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.

31) **Social studies skills.** The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and

(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.