

World History ON GOING TEKS

15) Geography. The student uses geographic skills and tools to collect, analyze, and interpret data. The student is expected to:

(A) create and interpret thematic maps, graphs, and charts to demonstrate the relationship between geography and the historical development of a region or nation;

(B) analyze and compare geographic distributions and patterns in world history shown on maps, graphs, charts, and models.

(16) Geography. The student understands the impact of geographic factors on major historic events and processes. The student is expected to:

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

(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

(C) interpret maps, charts, and graphs to explain how geography has influenced people and events in the past.

(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.

(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;

(22) Citizenship. The student understands the historical development of significant legal and political concepts related to the rights and responsibilities of citizenship. The student is expected to:

(C) identify examples of politically motivated mass murders in Cambodia, China, Latin America, the Soviet Union, and Armenia

(F) assess the degree to which American ideals have advanced human rights and democratic ideas throughout the world.

(23) Culture. The student understands the history and relevance of major religious and philosophical traditions. The student is expected to:

(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

(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 art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced; and

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

(28) Science, technology, and society. The student understands how major scientific and mathematical discoveries and technological innovations have affected societies from 1750 to the present. The student is expected to:

(D) explain the role of telecommunication technology, computer technology, transportation technology, and medical advancements in developing the modern global economy and society; and

(29)The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology.

A)identify methods used by archeologists, 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 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, 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 social studies issue or event supported by evidence

H) use appropriate reading and mathematical skills to interpret social studies information such as maps and graphs.

30) the student communicates in written, oral, and visual forms

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

D)transfer information from one medium to another

31) The student uses problem-solving and decision-making skills, working independently and with others in a variety of settings.

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

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