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**EXAMPLE: "National and Individual State Standard Alignments" page from: EDU027 - "Butterflies of Terezin"**

*Art In History's* Lesson Plans all feature alignments of the content to both national and individual state standards in the areas of Social Studies, E.L.A. (English Language Arts), and Fine Arts. All standards are clearly grouped by subject area and grade level and are written in their entirety for the educator to review.

## National Council for the Social Studies Thematic Strands

- I. \* Culture** — Social studies programs should include experiences that provide for the study of culture and cultural diversity.
- II. \* Time, Continuity, and Change** — Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time.
- III. \* People, Places, and Environment** — Social studies programs should include experiences that provide for the study of people, places, and environments.
- IV. \* Individual Development and Identity** — Social studies programs should include experiences that provide for the study of individual development and identity.
- V. \* Individuals, Groups, and Institutions** — Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.
- VI. \* Power, Authority, and Governance** — Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance.
- VII. \* Production, Distribution, and Consumption** — Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services.
- VIII. \* Science, Technology, and Society** — Social studies programs should include experiences that provide for the study of relationships among science, technology, and society.
- IX. \* Global Connections** — Social studies programs should include experiences that provide for the study of global connections and interdependence.
- X. \* Civic Ideals and Practices** — Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

\* Aligns to *Art In History* Lesson Plans.

## **TEKS: High School – World History**

### **SECTION B**

**\*§113.33 (b)(1)** World History Studies is the only course offering students an overview of the entire history of humankind. 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 democratic-republican 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.

**\*§113.33(b)(2)** To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as biographies and autobiographies; novels; speeches and letters; and poetry, songs, and artworks is encouraged. Selections may include excerpts from Hammurabi's Code. Motivating resources are also available from museums, art galleries, and historical sites.

**\*§113.33(b)(3)** The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes with the history and geography strands establishing a sense of time and a sense of place. Skills listed in the geography and social studies skills strands in subsection (c) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together.

**\*§113.33(b)(4)** 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 nations, as referenced in the Texas Education Code, §28.002(h).

## **SECTION C**

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

- \*(A) identify the major eras in world history and describe their defining characteristics;
- \*(B) identify changes that resulted from important turning points in world history such as the development of farming; the Mongol invasions; the development of cities; the European age of exploration and colonization; the scientific and industrial revolutions; the political revolutions of the 18th, 19th, and 20th centuries; and the world wars of the 20th century;
- \*(C) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and
- \*(D) explain the significance of the following dates: 1066, 1215, 1492, 1789, 1914-1918, and 1939-1945.

**§113.33(c)(2)** History. The student understands how the present relates to the past. The student is expected to:

- \*(A) identify elements in a contemporary situation that parallel a historical situation; and
- \*(B) describe variables in a contemporary situation that could result in different outcomes.

**§113.33(c)(3)** History. The student understands how, as a result of the collapse of the Western Roman Empire, new political, economic, and social systems evolved, creating a new civilization in Western Europe. The student is expected to:

- (A) compare medieval Europe with previous civilizations;
- (B) describe the major characteristics of the political system of feudalism, the economic system of manorialism, and the authority exerted by the Roman Catholic Church; and
- (C) identify the political, economic, and social impact of the Crusades.

**§113.33(c)(4)** History. The student understands the influence of the European Renaissance and the Reformation eras. The student is expected to:

- (A) identify the causes and characteristics of the European Renaissance and the Reformation eras; and
- (B) identify the effects of the European Renaissance and the Reformation eras.

**§113.33(c)(5)** History. The student understands causes and effects of European expansion beginning in the 16th century. The student is expected to:

- (A) identify causes of European expansion beginning in the 16th century; and
- (B) explain the political, economic, cultural, and technological influences of European expansion on both Europeans and non-Europeans, beginning in the 16th century.

**§113.33(c)(6)** History. The student understands the major developments of civilizations of sub-Saharan Africa, Mesoamerica, Andean South America, and Asia. The student is expected to:

- (A) summarize the major political and cultural developments of the civilizations of sub-Saharan Africa;
- (B) summarize the major political, economic, and cultural developments of civilizations in Mesoamerica and Andean South America; and
- (C) summarize the major political, economic, and cultural developments of civilizations in China, India, and Japan.

**§113.33(c)(7)** History. The student understands the impact of political and economic imperialism throughout history. The student is expected to:

- (A) analyze examples of major empires of the world such as the Aztec, British, Chinese, French, Japanese, Mongol, and Ottoman empires; and
- (B) summarize effects of imperialism on selected societies.

**§113.33(c)(8)** History. The student understands causes and effects of major political revolutions since the 17th century. The student is expected to:

- (A) identify causes and evaluate effects of major political revolutions since the 17th century, including the English, American, French, and Russian revolutions;
- (B) summarize the ideas from the English, American, French, and Russian revolutions concerning separation of powers, liberty, equality, democracy, popular sovereignty, human rights, constitutionalism, and nationalism;
- (C) evaluate how the American Revolution differed from the French and Russian revolutions, including its long-term impact on political developments around the world; and
- (D) summarize the significant events related to the spread and fall of communism, including worldwide political and economic effects.

**§113.33(c)(9)** History. The student understands the impact of totalitarianism in the 20th century. The student is expected to:

- \*(A) identify and explain causes and effects of World Wars I and II, including the rise of nazism/ fascism in Germany, Italy, and Japan; the rise of communism in the Soviet Union; and the Cold War; and
- \*(B) analyze the nature of totalitarian regimes in China, Nazi Germany, and the Soviet Union.

**§113.33(c)(10) History.** The student understands the influence of significant individuals of the 20th century. The student is expected to:

- \*(A) analyze the influence of significant individuals such as Winston Churchill, Adolf Hitler, Vladimir Lenin, Mao Zedong, and Woodrow Wilson on political events of the 20th century; and
- (B) analyze the influence of significant social and/or religious leaders such as Mohandas Gandhi, Pope John Paul II, Mother Theresa, and Desmond Tutu on events of the 20th century.

**§113.33(c)(11) Geography.** The student uses geographic skills and tools to collect, analyze, and interpret data. The student is expected to:

- \*(A) create thematic maps, graphs, charts, models, and databases representing various aspects of world history; and
- \*(B) pose and answer questions about geographic distributions and patterns in world history shown on maps, graphs, charts, models, and databases.

**§113.33(c)(12) Geography.** The student understands the impact of geographic factors on major historic events. The student is expected to:

- (A) locate places and regions of historical significance such as the Indus, Nile, Tigris and Euphrates, and Yellow (Huang He) river valleys and describe their physical and human characteristics;
- (B) analyze the effects of physical and human geographic factors on major events in world history such as the effects of the opening of the Suez Canal on world trade patterns; and
- (C) interpret historical and contemporary maps to identify and explain geographic factors such as control of the Straits of Hormuz that have influenced people and events in the past.

**§113.33(c)(13) Economics.** The student understands the impact of the Neolithic agricultural revolution on humanity and the development of the first civilizations. The student is expected to:

- (A) identify important changes in human life caused by the Neolithic agricultural revolution; and
- (B) explain economic, social, and geographic factors that led to the development of the first civilizations.

**§113.33(c)(14) Economics.** The student understands the historic origins of contemporary economic systems. The student is expected to:

- (A) identify the historic origins of the economic systems of capitalism and socialism;
- (B) identify the historic origins of the political and economic system of communism; and
- (C) compare the relationships between and among contemporary countries with differing economic systems.

**§113.33(c)(15) Government.** The student understands the historical antecedents of contemporary political systems. The student is expected to:

- (A) explain the impact of parliamentary and constitutional systems of government on significant world political developments;
- \*(B) define and give examples of different political systems, past and present;
- (C) explain the impact of American political ideas on significant world political developments; and
- (D) apply knowledge of political systems to make decisions about contemporary issues and events.

**§113.33(c)(16) Government.** The student understands the process by which democratic-republican government evolved. The student is expected to:

- (A) trace the process by which democratic-republican government evolved from its beginnings in classical Greece and Rome, through developments in England, and continuing with the Enlightenment; and
- (B) identify the impact of political and legal ideas contained in significant historic documents, including Hammurabi's Code, Justinian's Code of Laws, Magna Carta, John Locke's Two Treatises of Government, and the Declaration of Independence.

**§113.33(c)(17) 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) evaluate political choices and decisions that individuals, groups, and nations have made in the past, taking into account historical context, and apply this knowledge to the analysis of choices and decisions faced by contemporary societies; and
- \*(B) describe the different roles of citizens and noncitizens in historical cultures, especially as the roles pertain to civic participation.

**§113.33(c)(18) Citizenship.** The student understands the historical development of significant legal and political concepts, including ideas about rights, republicanism, constitutionalism, and democracy. The student is expected to:

- (A) trace the historical development of the rule of law and rights and responsibilities, beginning in the ancient world and continuing to the beginning of the first modern constitutional republics;
- (B) summarize the worldwide influence of ideas concerning rights and responsibilities that originated from Greco-Roman and Judeo-Christian ideals in Western civilization such as equality before the law;
- \*(C) identify examples of political, economic, and social oppression and violations of human rights throughout history, including slavery, the Holocaust, other examples of genocide, and politically-motivated mass murders in Cambodia, China, and the Soviet Union;
- \*(D) assess the degree to which human rights and democratic ideals and practices have been advanced throughout the world during the 20th century.

**§113.33(c)(19)** Culture. The student understands the history and relevance of major religious and philosophical traditions. The student is expected to:

- \*(A) compare the historical origins, central ideas, and the spread of major religious and philosophical traditions including Buddhism, Christianity, Confucianism, Hinduism, Islam, and Judaism; and
- \*(B) identify examples of religious influence in historic and contemporary world events.

**§113.33(c)(20)** 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 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.

**§113.33(c)(21)** Culture. The student understands the roles of women, children, and families in different historical cultures. The student is expected to:

- \*(A) analyze the specific roles of women, children, and families in different historical cultures; and
- \*(B) describe the political, economic, and cultural influence of women in different historical cultures.

**§113.33(c)(22)** Culture. The student understands how the development of ideas has influenced institutions and societies. The student is expected to:

- (A) summarize the fundamental ideas and institutions of Eastern civilizations that originated in China and India;
- (B) summarize the fundamental ideas and institutions of Western civilization that originated in Greece and Rome; and
- (C) analyze how ideas such as Judeo-Christian ethics and the rise of secularism and individualism in Western civilization, beginning with the Enlightenment, have influenced institutions and societies.

**§113.33(c)(23)** Science, technology, and society. The student understands how major scientific and mathematical discoveries and technological innovations have affected societies throughout history. The student is expected to:

- (A) give examples of major mathematical and scientific discoveries and technological innovations that occurred at different periods in history and describe the changes produced by these discoveries and innovations;
- (B) identify new ideas in mathematics, science, and technology that occurred during the Greco-Roman, Indian, Islamic, and Chinese civilizations and trace the spread of these ideas to other civilizations;
- (C) summarize the ideas in astronomy, mathematics, and architectural engineering that developed in Mesoamerica and Andean South America;
- (D) describe the origins of the scientific revolution in 16th-century Europe and explain its impact on scientific thinking worldwide;
- (E) identify the contributions of significant scientists such as Archimedes, Copernicus, Eratosthenes, Galileo, and Pythagorus.

**§113.33(c)(24)** Science, technology, and society. The student understands connections between major developments in science and technology and the growth of industrial economies and societies in the 18th, 19th, and 20th centuries. The student is expected to:

- (A) explain the causes of industrialization and evaluate both short-term and long-term impact on societies;
- (B) describe the connection between scientific discoveries and technological innovations and new patterns of social and cultural life in the 20th century, such as developments in transportation and communication that affected social mobility; and
- (C) identify the contributions of significant scientists and inventors such as Robert Boyle, Marie Curie, Thomas Edison, Albert Einstein, Robert Fulton, Sir Isaac Newton, Louis Pasteur, and James Watt.

**§113.33(c)(25)** Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:

- \*(A) identify ways archaeologists, anthropologists, historians, and geographers analyze limited evidence;
- \*(B) locate and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information;
- \*(C) 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;
- \*(D) explain and apply different methods that historians use to interpret the past, including the use of primary and secondary sources, points of view, frames of reference, and historical context;
- \*(E) use the process of historical inquiry to research, interpret, and use multiple sources of evidence;
- \*(F) evaluate the validity of a source based on language, corroboration with other sources, and information about the author;
- \*(G) identify bias in written, oral, and visual material;
- \*(H) support a point of view on a social studies issue or event; and
- \*(I) use appropriate mathematical skills to interpret social studies information such as maps and graphs.

**§113.33(c)(26)** 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 databases, research outlines, bibliographies, and visuals including graphs, charts, timelines, and maps; and
- \*(D) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate.

**§113.33(c)(27)** 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.

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