| **Early Civilizations (8000 BC – 500 BC)**  **WH.2 History.** The student understands how early civilizations developed from 8000 BC to 500 BC.  **Connected Knowledge and Skills WH.1, WH.3, WH.16, WH.17, WH.19, WH.20, WH.23, WH.27** | **Unit** | **CHECKPOINT** | | |
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| **Process** (Tools to Know) | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| WH.29(C) use primary and secondary sources to acquire information  *connected: WH.29(A), WH.29(B), WH.29(D), WH.29(H), WH.30(A)* |  |  |  |  |
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| **Content** | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| **The Neolithic Revolution** |  |  |  |  |
| * WH.17(A) identify important changes in human life caused by the Neolithic Revolution ... | | | | |
| Spiral Standards: WH.15(B), WH.16(B), WH.16(C) | | | | |
| WH.1(A) identify major causes and describe the major effects of the following events from 8000 BC to 500 BC: the development of agriculture ... | | | | |
| WH.17(B) summarize the role of economics in driving political changes as related to the Neolithic Revolution ... | | | | |
| Spiral Standards: WH.24(A), WH.26(B) | | | | |
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| **Development of Early Civilizations** |  |  |  |  |
| * WH.16(B) analyze the influence of human and physical geographic factors on major events in world history, including the development of river valley civilizations ... *Spiral Standard* | | | | |
| Spiral Standards: WH.15(A), WH.15(B), WH.16(C) | | | | |
| WH.1(A) identify major causes ... of the following events from 8000 BC to 500 BC: ... the development of the river valley civilizations | | | | |
| WH.2(A) summarize the impact of the development of farming (Neolithic Revolution) on the creation of river valley civilizations | | | | |
| WH.2(B) identify the characteristics of civilization | | | | |
| Spiral Standards: WH.16(A), WH.24(A) | | | | |
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| **Political Systems in the Early River Valley Civilizations** |  |  |  |  |
| * WH.19(B) identify the characteristics of the following political systems: theocracy, ... *Spiral Standard* | | | | |
| WH.1(A) ... describe the major effects of the following events from 8000 BC to 500 BC: ... the development of the river valley civilizations | | | | |
| WH.19(A) identify the characteristics of monarchies and theocracies as forms of government in early civilizations | | | | |
| WH.20(B) identify the impact of political and legal ideas contained in the following documents: Hammurabi’s Code, ... | | | | |
| Spiral Standards: WH.21(A), WH.22(A) | | | | |
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| **Achievements in the Early River Valley Civilizations** |  |  |  |  |
| * WH.1(A) ... describe the major effects of the following events from 8000 BC to 500 BC: ... the development of the river valley civilizations | | | | |
| WH.27(A) identify the origin and diffusion of major ideas in mathematics, science, and technology that occurred in river valley civilizations, ... | | | | |
| Spiral Standards: WH.26(A), WH.26(B), WH.26(C) | | | | |
|  |  |  | | |
| **The Development of Monotheism** |  |  |  |  |
| * WH.23(A) describe the historical origins, central ideas, and spread of major religious and philosophical traditions, including ... Judaism, ... and the development of monotheism *Spiral Standard* | | | | |
| WH.3(A) describe the major political, religious/philosophical, and cultural influences of ... Israel, ... including the development of monotheism, Judaism, ... | | | | |
| WH.20(B) identify the impact of political and legal ideas contained in the following documents: ... the Jewish Ten Commandments, ... | | | | |
| Spiral Standard: WH.22(A) | | | | |
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| **Process** (Ways to Show) | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| WH.29(F) analyze information in a variety of ways  WH.30(C) organize and interpret information from a variety of sources  *connected: WH.29(E), WH.29(G), WH.30(B), WH.30(D), WH.31(A), WH.31(B)* |  |  |  |  |

| **>> Eastern Classical Civilizations (500 BC – 500 AD)**  **WH.3 History.** The student understands the contributions and influence of classical civilizations from 500 BC to AD 600 on subsequent civilizations.  **Connected Knowledge and Skills WH.1, WH.2, WH.16, WH.23, WH.25, WH.27** | **Unit** | **CHECKPOINT** | | |
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| **1** | **2** | **3** |
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| **Process** (Tools to Know) | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| WH.29(C) use primary and secondary sources to acquire information  *connected: WH.29(A), WH.29(B), WH.29(D), WH.29(H), WH.30(A)* |  |  |  |  |
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| **Content** | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| **The Development of Classical Civilizations** |  |  |  |  |
| * WH.2(C) explain how major river valley civilizations influenced the development of the classical civilizations | | | | |
| WH.1(B) identify major causes ... of the following events from 500 BC to AD 600: the development of the classical civilizations ... and the development of major world religions | | | | |
| Spiral Standard: WH.16(A) | | | | |
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| **Classical China** |  |  |  |  |
| * WH.3(A) describe the major political, religious/philosophical, and cultural influences of ... China, ... | | | | |
| WH.23(A) describe the historical origins, central ideas, and spread of major religious and philosophical traditions, including Buddhism, ... Confucianism, ... *Spiral Standard* | | | | |
| Spiral Standards: WH.15(A), WH.15(B), WH.16(B), WH.16(C) | | | | |
| WH.1(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 ... China (Zhou, Qin, and Han), ... | | | | |
| WH.25(A) summarize the fundamental ideas and institutions of Eastern civilizations that originated in China ... | | | | |
| Spiral Standards: WH.16(A), WH.23(B), WH.24(A), WH.26(B) | | | | |
|  |  |  | | |
| **Classical India** |  |  |  |  |
| * WH.3(A) describe the major political, religious/philosophical, and cultural influences of ... India, ... | | | | |
| WH.16(B) analyze the influence of human and physical geographic factors on major events in world history, ... trade in the Indian Ocean, ... *Spiral Standard* | | | | |
| WH.23(A) describe the historical origins, central ideas, and spread of major religious and philosophical traditions, including Buddhism, ... Hinduism, … *Spiral Standard* | | | | |
| Spiral Standards: WH.15(A), WH.15(B), WH.16(C) | | | | |
| WH.1(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 ... India (Maurya and Gupta), ... | | | | |
| WH.25(A) summarize the fundamental ideas and institutions of Eastern civilizations that originated in ... India | | | | |
| WH.27(A) identify the origin and diffusion of major ideas in mathematics, science, and technology that occurred in ... classical India, ... | | | | |
| Spiral Standards: WH.16(A), WH.23(B), WH.24(A), WH.26(A), WH.26(B), WH.26(C) | | | | |
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| **Classical Persia** |  |  |  |  |
| * WH.3(A) describe the major political, religious/philosophical, and cultural influences of Persia, ... | | | | |
| Spiral Standards: WH.15(A), WH.15(B), WH.16(B), WH.16(C) | | | | |
| WH.1(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 ... Persia, ... | | | | |
| Spiral Standards: WH.16(A), WH.26(A), WH.26(B) | | | | |
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| **Process** (Ways to Show) | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| WH.29(F) analyze information in a variety of ways  WH.30(C) organize and interpret information from a variety of sources  *connected: WH.29(E), WH.29(G), WH.30(B), WH.30(D), WH.31(A), WH.31(B)* |  |  |  |  |

*>> TEKS clusters typically requiring additional time and focus in the curriculum*

| **>> Western Classical Civilizations (500 BC – 500 AD)**  **WH.3 History.** The student understands the contributions and influence of classical civilizations from 500 BC to AD 600 on subsequent civilizations.  **Connected Knowledge and Skills WH.1, WH.19, WH.20, WH.22, WH.23, WH.25, WH.27** | **Unit** | **CHECKPOINT** | | |
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| **1** | **2** | **3** |
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| **Process** (Tools to Know) | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| WH.29(C) use primary and secondary sources to acquire information  *connected: WH.29(A), WH.29(B), WH.29(D), WH.29(H), WH.30(A)* |  |  |  |  |
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| **Content** | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| **Classical Greece and the Hellenistic World** |  |  |  |  |
| * WH.3(A) describe the major political, religious/philosophical, and cultural influences of ... Greece, ... | | | | |
| Spiral Standards: WH.15(A), WH.15(B), WH.16(B), WH.16(C), WH.19(B), WH.21(B) | | | | |
| WH.1(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, ... | | | | |
| WH.25(B) summarize the fundamental ideas and institutions of Western civilizations that originated in Greece ... | | | | |
| WH.27(A) identify the origin and diffusion of major ideas in mathematics, science, and technology that occurred in ... classical Greece ... | | | | |
| WH.27(E) identify the contributions of significant scientists such as Archimedes, ... Eratosthenes, ... Pythagoras, ... | | | | |
| Spiral Standards: WH.16(A), WH.21(A), WH.21(C), WH.24(A), WH.26(A), WH.26(B), WH.26(C) | | | | |
|  |  |  | | |
| **Classical Rome** |  |  |  |  |
| * WH.3(A) describe the major political, religious/philosophical, and cultural influences of ... Rome, ... including the development of … Christianity | | | | |
| WH.23(A) describe the historical origins, central ideas, and spread of major religious and philosophical traditions, including ... Christianity, ... *Spiral Standard* | | | | |
| Spiral Standards: WH.15(A), WH.15(B), WH.16(B), WH.16(C), WH.19(B), WH.21(B) | | | | |
| WH.1(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 ... Rome, ... | | | | |
| WH.25(B) summarize the fundamental ideas and institutions of Western civilizations that originated in ... Rome | | | | |
| WH.27(A) identify the origin and diffusion of major ideas in mathematics, science, and technology that occurred in ... classical ... Rome, ... | | | | |
| Spiral Standards: WH.16(A), WH.23(B), WH.24(A), WH.26(A), WH.26(B), WH.26(C) | | | | |

*>> TEKS clusters typically requiring additional time and focus in the curriculum* (continued)

| **>> Western Classical Civilizations (500 BC – 500 AD) (continued)**  **WH.3 History.** The student understands the contributions and influence of classical civilizations from 500 BC to AD 600 on subsequent civilizations.  **Connected Knowledge and Skills WH.1, WH.19, WH.20, WH.22, WH.23, WH.25, WH.27** | **Unit** | **CHECKPOINT** | | |
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| **Content** | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| **Birth of Democratic Traditions** |  |  |  |  |
| * WH.20(A) explain the development of democratic‐republican government from its beginnings in the Judeo‐ Christian legal tradition and classical Greece and Rome ... | | | | |
| WH.3(A) describe the major political ... influences of ... Greece, and Rome, ... | | | | |
| WH.19(B) identify the characteristics of the following political systems: ... democracy, republic, oligarchy, ... *Spiral Standard* | | | | |
| Spiral Standard: WH.21(B) | | | | |
| WH.22(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 | | | | |
| Spiral Standards: WH.21(A), WH.22(A) | | | | |
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| **Decline of Classical Civilizations** |  |  |  |  |
| * WH.1(B) ... describe the major effects of the following events from 500 BC to AD 600: the development of the classical civilizations of ... Rome, ... China, ... | | | | |
| WH.3(B) explain the impact of the fall of Rome on Western Europe | | | | |
| WH.3(C) compare the factors that led to the collapse of Rome and Han China | | | | |
| Spiral Standard: WH.16(A) | | | | |
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| **Process** (Ways to Show) | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| WH.29(F) analyze information in a variety of ways  WH.30(C) organize and interpret information from a variety of sources  *connected: WH.29(E), WH.29(G), WH.30(B), WH.30(D), WH.31(A), WH.31(B)* |  |  |  |  |

*>> TEKS clusters typically requiring additional time and focus in the curriculum*

| **Medieval World (600 – 1450)**  **WH.4 History.** The student understands how, after the collapse of classical empires, new political, economic, and social systems evolved and expanded from 600 to 1450.  **Connected Knowledge and Skills WH.1, WH.3, WH.19, WH.20, WH.25, WH.27** | **Unit** | **CHECKPOINT** | | |
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| **Process** (Tools to Know) | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| WH.29(C) use primary and secondary sources to acquire information  *connected: WH.29(A), WH.29(B), WH.29(D), WH.29(H), WH.30(A)* |  |  |  |  |
|  |  |  |  |  |
| **Content** | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| **Into the Dark Ages: The Development of Medieval Europe** |  |  |  |  |
| * WH.4(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 | | | | |
| Spiral Standards: WH.15(A), WH.15(B), WH.16(B), WH.16(C) | | | | |
| WH.1(C) identify major causes and describe the major effects of the following important turning points in world history from 600 to 1450: ... the decline of Rome and the formation of medieval Europe; ... | | | | |
| WH.3(B) explain the impact of the fall of Rome on Western Europe | | | | |
| Spiral Standards: WH.16(A), WH.22(A) | | | | |
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| **Impact of Christianity on Post-Classical Western Europe** |  |  |  |  |
| * WH.4(A) explain the development of Christianity as a unifying social and political factor in medieval Europe ... | | | | |
| Spiral Standards: WH.15(A), WH.15(B), WH.16(B), WH.16(C), WH.23(A) | | | | |
| WH.1(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, ... | | | | |
| WH.20(C) explain the political philosophies of individuals such as ... Thomas Aquinas, ... | | | | |
| Spiral Standards: WH.16(A), WH.23(B), WH.24(A), WH.26(A), WH.26(B), WH.26(C) | | | | |
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| **Post-Classical Eastern Europe: The Byzantine Empire** |  |  |  |  |
| * WH.4(A) explain the development of Christianity as a unifying social and political factor in ... the Byzantine Empire | | | | |
| Spiral Standards: WH.15(A), WH.15(B), WH.16(B), WH.16(C), WH.21(B), WH.23(A) | | | | |
| WH.1(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, ... | | | | |
| WH.4(B) explain the characteristics of Roman Catholicism and Eastern Orthodoxy | | | | |
| WH.20(B) identify the impact of political and legal ideas contained in the following documents: ... Justinian’s Code of Laws, ... | | | | |
| Spiral Standards: WH.16(A), WH.22(A), WH.23(B), WH.24(A), WH.24(B), WH.26(A), WH.26(B), WH.26(C) | | | | |

(continued)

| **Medieval World (600 – 1450) (continued)**  **WH.4 History.** The student understands how, after the collapse of classical empires, new political, economic, and social systems evolved and expanded from 600 to 1450.  **Connected Knowledge and Skills WH.1, WH.3, WH.19, WH.20, WH.25, WH.27** | **Unit** | **CHECKPOINT** | | |
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| **1** | **2** | **3** |
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| **Content** | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| **Post-Classical Islamic World** |  |  |  |  |
| * WH.4(D) explain the political, economic, and social impact of Islam on Europe, Asia, … | | | | |
| WH.23(A) describe the historical origins, central ideas, and spread of major religious and philosophical traditions, including ... Islam, ... *Spiral Standard* | | | | |
| Spiral Standards: WH.15(A), WH.15(B), WH.16(B), WH.16(C) | | | | |
| WH.1(C) identify major causes and describe the major effects of the following important turning points in world history from 600 to 1450: ... the development of Islamic caliphates and their impact on Asia, … and Europe; ... | | | | |
| WH.25(D) explain how Islam influences law and government in the Muslim world | | | | |
| WH.27(A) identify the origin and diffusion of major ideas in mathematics, science, and technology that occurred in ... the Islamic caliphates between 700 and 1200 ... | | | | |
| Spiral Standards: WH.16(A), WH.22(A), WH.23(B), WH.24(A), WH.26(A), WH.26(B), WH.26(C) | | | | |
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| **Out of the Dark Ages: Western Europe in Transition** |  |  |  |  |
| * WH.4(G) explain how the Crusades, the Black Death, the Hundred Years’ War, and the Great Schism contributed to the end of medieval Europe | | | | |
| WH.19(B) identify the characteristics of the following political systems: ... absolute monarchy, ... limited monarchy, ... *Spiral Standard* | | | | |
| Spiral Standards: WH.15(A), WH.15(B), WH.16(B), WH.16(C), WH.21(B) | | | | |
| WH.20(B) identify the impact of political and legal ideas contained in the following documents: ... Magna Carta, ... | | | | |
| Spiral Standards: WH.16(A), WH.21(A), WH.22(A), WH.23(B), WH.24(B), WH.26(B) | | | | |
|  |  |  | | |
| **Post-Classical China** |  |  |  |  |
| * WH.4(H) summarize the major political, economic, and cultural developments in Tang and Song China and their impact on Eastern Asia | | | | |
| WH.4(J) analyze how the Silk Road ... trade facilitated the spread of ideas and trade | | | | |
| Spiral Standards: WH.15(A), WH.15(B), WH.16(B), WH.16(C), WH.23(A) | | | | |
| WH.27(A) identify the origin and diffusion of major ideas in mathematics, science, and technology that occurred in ... China from the Tang ... dynasties | | | | |
| Spiral Standards: WH.16(A) WH.24(A), WH.26(A), WH.26(B), WH.26(C) | | | | |
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| **Process** (Ways to Show) | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| WH.29(F) analyze information in a variety of ways  WH.30(C) organize and interpret information from a variety of sources  *connected: WH.29(E), WH.29(G), WH.30(B), WH.30(D), WH.31(A), WH.31(B)* |  |  |  |  |

| **Interaction and Diffusion (600 – 1450)**  **WH.4 History.** The student understands how, after the collapse of classical empires, new political, economic, and social systems evolved and expanded from 600 to 1450.  **Connected Knowledge and Skills WH.1, WH.16, WH.20, WH.23, WH.27** | **Unit** | **CHECKPOINT** | | |
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| **Process** (Tools to Know) | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| WH.29(C) use primary and secondary sources to acquire information  *connected: WH.29(A), WH.29(B), WH.29(D), WH.29(H), WH.30(A)* |  |  |  |  |
|  |  |  |  |  |
| **Content** | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| **Interactions and Impact of the Crusades** |  |  |  |  |
| * WH.4(G) explain how the Crusades, ... contributed to the end of medieval Europe | | | | |
| WH.4(D) explain the political, economic, and social impact of Islam on Europe, Asia, … | | | | |
| Spiral Standards: WH.15(A), WH.15(B), WH.16(B), WH.16(C) | | | | |
| WH.1(C) identify major causes and describe the major effects of the following important turning points in world history from 600 to 1450: ... the development of Islamic caliphates and their impact on ... Europe; ... | | | | |
| WH.4(E) describe the interactions among Muslim, Christian, and Jewish societies in Europe, Asia, and North Africa | | | | |
| WH.27(A) identify the origin and diffusion of major ideas in mathematics, science, and technology that occurred in ... the Islamic caliphates between 700 and 1200 ... | | | | |
| Spiral Standards: WH.16(A), WH.23(B) | | | | |
|  |  |  | | |
| **Diffusion of Belief Systems: Post-Classical India** |  |  |  |  |
| * WH.23(A) describe the ... spread of major religious and philosophical traditions, including ... Hinduism, Islam, ... *Spiral Standard* | | | | |
| WH.4(D) explain the political, economic, and social impact of Islam on … Asia, … | | | | |
| WH.16(B) analyze the influence of human and physical geographic factors on major events in world history, including ... trade in the Indian Ocean, ... *Spiral Standard* | | | | |
| Spiral Standards: WH.15(A), WH.15(B), WH.16(C) | | | | |
| WH.1(C) identify major causes and describe the major effects of the following important turning points in world history from 600 to 1450: ... the development of Islamic caliphates and their impact on Asia, ... | | | | |
| WH.4(F) describe the interactions between Muslim and Hindu societies in South Asia | | | | |
| Spiral Standards: WH.16(A), WH.23(B), WH.24(A) | | | | |

(continued)

| **Interaction and Diffusion (600 – 1450) (continued)**  **WH.4 History.** The student understands how, after the collapse of classical empires, new political, economic, and social systems evolved and expanded from 600 to 1450.  **Connected Knowledge and Skills WH.1, WH.16, WH.20, WH.23, WH.27** | **Unit** | **CHECKPOINT** | | |
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| **1** | **2** | **3** |
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| **Content** | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| **Diffusion of Belief Systems: Post-Classical Africa** |  |  |  |  |
| * WH.4(D) explain the political, economic, and social impact of Islam on … Africa | | | | |
| WH.4(J) analyze how ... the African gold‐salt trade facilitated the spread of ideas and trade | | | | |
| WH.16(B) analyze the influence of human and physical geographic factors on major events: ... trade in the Indian Ocean ... *Spiral Standard* | | | | |
| Spiral Standards: WH.15(A), WH.15(B), WH.16(C), WH.23(A) | | | | |
| WH.1(C) identify major causes and describe the major effects of the following important turning points in world history from 600 to 1450: ... the development of Islamic caliphates and their impact on ... Africa, ... | | | | |
| WH.4(I) explain the development of the slave trade | | | | |
| Spiral Standards: WH.16(A), WH.23(B), WH.24(A), WH.26(B) | | | | |
|  |  |  | | |
| **Impact of the Mongols** |  |  |  |  |
| * WH.4(K) summarize the changes resulting from the Mongol invasions of Russia, China, and the Islamic world | | | | |
| WH.4(J) analyze how the Silk Road ... trade facilitated the spread of ideas and trade | | | | |
| Spiral Standards: WH.15(A), WH.15(B), WH.16(B), WH.16(C) | | | | |
| WH.1(C) identify major causes and describe the major effects of the following important turning points in world history from 600 to 1450: ... the Mongol invasions and their impact on Europe, China, India, and Southwest Asia | | | | |
| WH.27(A) identify the origin and diffusion of major ideas in mathematics, science, and technology that occurred in ... China from the Tang to Ming dynasties | | | | |
| Spiral Standards: WH.16(A), WH.24(A) | | | | |
|  |  |  |  |  |
| **Process** (Ways to Show) | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| WH.29(F) analyze information in a variety of ways  WH.30(C) organize and interpret information from a variety of sources  *connected: WH.29(E), WH.29(G), WH.30(B), WH.30(D), WH.31(A), WH.31(B)* |  |  |  |  |

| **Connecting Hemispheres (1450 – 1750)**  **WH.7 History.** The student understands the causes and impact of European expansion from 1450 to 1750.  **Connected Knowledge and Skills WH.1, WH.16, WH.19, WH.23, WH.27** | **Unit** | **CHECKPOINT** | | |
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| **1** | **2** | **3** |
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| **Process** (Tools to Know) | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| WH.29(C) use primary and secondary sources to acquire information  *connected: WH.29(A), WH.29(B), WH.29(D), WH.29(H), WH.30(A)* |  |  |  |  |
|  |  |  |  |  |
| **Content** | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| **The Ottoman Empire** |  |  |  |  |
| * WH.23(A) describe the historical origins, central ideas, and spread of major religious and philosophical traditions, including ... Islam, ... *Spiral Standard* | | | | |
| WH.7(D) explain the impact of the Ottoman Empire on Eastern Europe and global trade | | | | |
| WH.16(B) analyze the influence of human and physical geographic factors on major events in world history, including ..., trade in the Indian Ocean, ... | | | | |
| WH.19(B) identify the characteristics of the following political systems: ... absolute monarchy, ... *Spiral Standard* | | | | |
| Spiral Standards: WH.15(A), WH.15(B), WH.16(C) | | | | |
| WH.1(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, ... | | | | |
| Spiral Standards: WH.16(A), WH.22(A), WH.26(A), WH.26(B) | | | | |
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| **Mughal India** |  |  |  |  |
| * WH.23(A) describe the historical origins, central ideas, and spread of major religious and philosophical traditions, including ... Hinduism, Islam, ... Sikhism, ... | | | | |
| WH.16(B) analyze the influence of human and physical geographic factors on major events in world history, including ..., trade in the Indian Ocean, ... *Spiral Standard* | | | | |
| WH.19(B) identify the characteristics of the following political systems: ... absolute monarchy, ... *Spiral Standard* | | | | |
| Spiral Standards: WH.15(A), WH.15(B), WH.16(C) | | | | |
| Spiral Standards: WH.16(A), WH.23(B), WH.24(A), WH.26(A), WH.26(B), WH.26(C) | | | | |
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| **Ming China** |  |  |  |  |
| * WH.7(E) explain Ming China’s impact on global trade | | | | |
| WH.16(B) analyze the influence of human and physical geographic factors on major events in world history, including ..., trade in the Indian Ocean, ... *Spiral Standard* | | | | |
| WH.19(B) identify the characteristics of the following political systems: ... absolute monarchy, ... *Spiral Standard* | | | | |
| Spiral Standards: WH.15(A), WH.15(B), WH.16(C) | | | | |
| WH.1(D) identify major causes and describe the major effects of the following important turning points in world history from 1450 to 1750: ... the influence of the Ming dynasty on world trade, ... | | | | |
| WH.27(A) identify the origin and diffusion of major ideas in mathematics, science, and technology that occurred ... in China ... Ming dynasties | | | | |
| Spiral Standards: WH.16(A), WH.26(A), WH.26(B) | | | | |
|  |  |  |  |  |
| **Process** (Ways to Show) | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| WH.29(F) analyze information in a variety of ways  WH.30(C) organize and interpret information from a variety of sources  *connected: WH.29(E), WH.29(G), WH.30(B), WH.30(D), WH.31(A), WH.31(B)* |  |  |  |  |

| **Expansion (1450 – 1750)**  **WH.7 History.** The student understands the causes and impact of European expansion from 1450 to 1750.  **Connected Knowledge and Skills WH.1, WH.6, WH.18, WH.27** | **Unit** | **CHECKPOINT** | | |
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| **1** | **2** | **3** |
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| **Process** (Tools to Know) | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| WH.29(C) use primary and secondary sources to acquire information  *connected: WH.29(A), WH.29(B), WH.29(D), WH.29(H), WH.30(A)* |  |  |  |  |
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| **Content** | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| **Civilizations of the Americas** |  |  |  |  |
| * WH.6(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 | | | | |
| Spiral Standards: WH.15(A), WH.15(B), WH.16(B), WH.16(C) | | | | |
| WH.6(B) explain how the Inca and Aztec empires were impacted by European exploration/colonization | | | | |
| WH.27(B) summarize the major ideas in astronomy, mathematics, and architectural engineering that developed in the Maya, Inca, and Aztec civilizations | | | | |
| Spiral Standards: WH.16(A), WH.26(A), WH.26(B) | | | | |
|  |  |  | | |
| **Causes of European Exploration and Expansion** |  |  |  |  |
| * WH.7(A) analyze the causes of European expansion from 1450 to 1750 | | | | |
| Spiral Standards: WH.15(A), WH.15(B), WH.16(B), WH.16(C), WH.23(A) | | | | |
| WH.1(D) identify major causes ... of the following important turning points in world history from 1450 to 1750: ... European exploration ..., European expansion, ... | | | | |
| Spiral Standard: WH.16(A) | | | | |
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| **Effects of European Expansion** |  |  |  |  |
| * WH.7(B) explain the impact of the Columbian Exchange on the Americas and Europe | | | | |
| WH.7(C) explain the impact of the Atlantic slave trade on West Africa and the Americas | | | | |
| Spiral Standards: WH.15(A), WH.15(B), WH.16(B), WH.16(C) | | | | |
| WH.1(D) ... describe the major effects of the following important turning points in world history from 1450 to 1750: ... European exploration and the Columbian Exchange, European expansion, ... | | | | |
| Spiral Standards: WH.16(A), WH.21(C), WH.24(A) | | | | |
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| **Economic Shifts and The Commercial Revolution** |  |  |  |  |
| * WH.7(F) explain new economic factors and principles that contributed to the success of Europe’s Commercial Revolution | | | | |
| Spiral Standards: WH.15(A), WH.15(B), WH.16(B), WH.16(C) | | | | |
| WH.1(D) ... describe the major effects of the following important turning points in world history from 1450 to 1750: ... European exploration ... European expansion, ... | | | | |
| WH.18(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, ... | | | | |
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| **Process** (Ways to Show) | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| WH.29(F) analyze information in a variety of ways  WH.30(C) organize and interpret information from a variety of sources  *connected: WH.29(E), WH.29(G), WH.30(B), WH.30(D), WH.31(A), WH.31(B)* |  |  |  |  |

| **Renaissance, Reformation, and Ideas (1450 – 1750)**  **WH.5 History.** The student understands the causes, characteristics, and impact of the European Renaissance and the Reformation from 1450 to 1750.  **Connected Knowledge and Skills WH.1, WH.20, WH.25, WH.27** | **Unit** | **CHECKPOINT** | | |
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| **Process** (Tools to Know) | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| WH.29(C) use primary and secondary sources to acquire information  *connected: WH.29(A), WH.29(B), WH.29(D), WH.29(H), WH.30(A)* |  |  |  |  |
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| **Content** | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| **Rebirth of Learning: The European Renaissance** |  |  |  |  |
| * WH.5(A) explain the political, intellectual, artistic, economic, and religious impact of the Renaissance | | | | |
| Spiral Standards: WH.15(A), WH.15(B), WH.16(B), WH.16(C), WH.23(A) | | | | |
| WH.1(D) identify major causes and describe the major effects of the following important turning points in world history from 1450 to 1750: ... the Renaissance ... | | | | |
| WH.25(C) explain the relationship among Christianity, individualism, and growing secularism that began with the Renaissance and how the relationship influenced subsequent political developments | | | | |
| WH.27(C) explain the impact of the printing press on the Renaissance … in Europe | | | | |
| Spiral Standards: WH.16(A), WH.23(B), WH.26(A), WH.26(B), WH.26(C) | | | | |
|  |  |  | | |
| **The Reformation** |  |  |  |  |
| * WH.5(B) explain the political, intellectual, artistic, economic, and religious impact of the Reformation | | | | |
| Spiral Standards: WH.15(A), WH.15(B), WH.16(B), WH.16(C), WH.23(A) | | | | |
| WH.1(D) identify major causes and describe the major effects of the following important turning points in world history from 1450 to 1750: ... the Reformation | | | | |
| WH.20(C) explain the political philosophies of individuals such as ... John Calvin, ... | | | | |
| WH.27(C) explain the impact of the printing press on the Renaissance … in Europe | | | | |
| Spiral Standards: WH.16(A), WH.23(B), WH.24(B), WH.26(A), WH.26(B), WH.26(C) | | | | |
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| **The Scientific Revolution** |  |  |  |  |
| * WH.1(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, ... | | | | |
| WH.20(C) explain the political philosophies of individuals such ... Thomas Aquinas, ... | | | | |
| WH.27(D) describe the origins of the Scientific Revolution in 16th century Europe and explain its impact on scientific thinking worldwide | | | | |
| WH.27(E) identify the contributions of significant scientists such as ... Copernicus, ... Galileo, ... Isaac Newton, and Robert Boyle | | | | |
| Spiral Standards: WH.16(A), WH.26(B) | | | | |
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| **Process** (Ways to Show) | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| WH.29(F) analyze information in a variety of ways  WH.30(C) organize and interpret information from a variety of sources  *connected: WH.29(E), WH.29(G), WH.30(B), WH.30(D), WH.31(A), WH.31(B)* |  |  |  |  |

| **Political Revolutions (1750 – 1914)**  **WH.9 History.** The student understands the causes and effects of major political revolutions between 1750 and 1914.  **Connected Knowledge and Skills WH.1, WH.19, WH.20, WH.21, WH.22** | **Unit** | **CHECKPOINT** | | |
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| **Process** (Tools to Know) | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| WH.29(C) use primary and secondary sources to acquire information  *connected: WH.29(A), WH.29(B), WH.29(D), WH.29(H), WH.30(A)* |  |  |  |  |
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| **Content** | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| **The Struggle for Representative Government** |  |  |  |  |
| * WH.19(B) identify the characteristics of the following political systems: ... absolute monarchy, ... limited monarchy, ... *Spiral Standard* | | | | |
| WH.9(A) compare the causes, characteristics, and consequences of ... the Glorious Revolution, ... | | | | |
| WH.20(A) explain the development of democratic‐republican government from its beginnings ... through the English Civil War ... | | | | |
| Spiral Standards: WH.15(A), WH.15(B), WH.16(B), WH.16(C), WH.21(B) | | | | |
| WH.20(B) identify the impact of political and legal ideas contained in the following documents: ... the English Bill of Rights, ... | | | | |
| Spiral Standards: WH.16(A), WH.21(A), WH.21(C), WH.24(B), WH.26(B), WH.26(C) | | | | |
|  |  |  | | |
| **The Enlightenment** |  |  |  |  |
| * WH.20(A) explain the development of democratic‐republican government from its beginnings ... through … the Enlightenment | | | | |
| Spiral Standard: WH.21(B) | | | | |
| WH.1(E) identify major causes and describe the major effects of the following important turning points in world history from 1750 to 1914: ... the Enlightenment’s impact on political revolutions | | | | |
| WH.20(C) explain the political philosophies of individuals such as John Locke, Thomas Hobbes, Voltaire, Charles de Montesquieu, Jean Jacques Rousseau, ... | | | | |
| WH.21(C) identify examples of key persons who were successful in shifting political thought, including William Wilberforce *Spiral Standard* | | | | |
| Spiral Standards: WH.21(A), WH.24(A), WH.24(B), WH.26(B), WH.26(C) | | | | |
|  |  |  | | |
| **The American Revolution** |  |  |  |  |
| * WH.9(A) compare the causes, characteristics, and consequences of the American ... revolution, emphasizing the role of the Enlightenment, the Glorious Revolution, and religion | | | | |
| WH.19(B) identify the characteristics of the following political systems: ... democracy, republic, ... limited monarchy, … *Spiral Standard* | | | | |
| Spiral Standards: WH.16(C), WH.21(B) | | | | |
| WH.9(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 | | | | |
| WH.20(B) identify the impact of political and legal ideas contained in the following documents: ... the Declaration of Independence, the U.S. Constitution, ... | | | | |
| WH.20(C) explain the political philosophies of individuals such as John Locke, ... Voltaire, Charles de Montesquieu, ... Thomas Jefferson, and William Blackstone | | | | |
| WH.22(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 | | | | |
| Spiral Standards: WH.16(A), WH.21(A), WH.21(C) | | | | |

(continued)

| **Political Revolutions (1750 – 1914) (continued)**  **WH.9 History.** The student understands the causes and effects of major political revolutions between 1750 and 1914.  **Connected Knowledge and Skills WH.1, WH.19, WH.20, WH.21, WH.22** | **Unit** | **CHECKPOINT** | | |
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| **1** | **2** | **3** |
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| **Content** | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| **The French Revolutions** |  |  |  |  |
| * WH.9(A) compare the causes, characteristics, and consequences of the ... French revolutions, emphasizing the role of the Enlightenment, the Glorious Revolution, and religion | | | | |
| WH.19(B) identify the characteristics of the following political systems: ... absolute monarchy, democracy, republic, ... limited monarchy, ... *Spiral Standard* | | | | |
| Spiral Standards: WH.16(C), WH.21(B) | | | | |
| WH.9(B) explain the impact of Napoleon Bonaparte and the Napoleonic Wars on Europe ... | | | | |
| WH.9(D) identify the influence of ideas such as ... liberty, equality, democracy, popular sovereignty, human rights, constitutionalism, and nationalism on political revolutions | | | | |
| WH.20(B) identify the impact of political and legal ideas contained in the following documents: ... the Declaration of the Rights of Man and of the Citizen | | | | |
| Spiral Standards: WH.16(A), WH.21(A), WH.21(C), WH.24(A), WH.24(B) | | | | |
|  |  |  | | |
| **The Latin American Revolutions** |  |  |  |  |
| * WH.19(B) identify the characteristics of the following political systems: ... absolute monarchy, democracy, republic, ... *Spiral Standard* | | | | |
| Spiral Standard: WH.21(B) | | | | |
| WH.9(B) explain the impact of Napoleon Bonaparte and the Napoleonic Wars on ... Latin America | | | | |
| WH.9(C) trace the influence of the American and French revolutions on Latin America, including the role of Simón Bolivar | | | | |
| WH.9(D) identify the influence of ideas such as ... liberty, equality, democracy, popular sovereignty, human rights, constitutionalism, and nationalism on political revolutions | | | | |
| Spiral Standards: WH.16(A), WH.21(A), WH.21(C), WH.26(B) | | | | |
|  |  |  |  |  |
| **Process** (Ways to Show) | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| WH.29(F) analyze information in a variety of ways  WH.30(C) organize and interpret information from a variety of sources  *connected: WH.29(E), WH.29(G), WH.30(B), WH.30(D), WH.31(A), WH.31(B)* |  |  |  |  |

| **>> Industrialization and Imperialism (1750 – 1914)**  **WH.8 History.** The student understands the causes and the global impact of the Industrial Revolution and European imperialism from 1750 to 1914.  **Connected Knowledge and Skills WH.1, WH.16, WH.17, WH.18, WH.24, WH.28** | **Unit** | **CHECKPOINT** | | |
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| **1** | **2** | **3** |
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| **Process** (Tools to Know) | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| WH.29(C) use primary and secondary sources to acquire information  *connected: WH.29(A), WH.29(B), WH.29(D), WH.29(H), WH.30(A)* |  |  |  |  |
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| **Content** | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| **Factors Leading to Industrialization** |  |  |  |  |
| * WH.8(A) explain how 17th and 18th century European scientific advancements led to the Industrial Revolution | | | | |
| Spiral Standards: WH.15(A), WH.15(B) | | | | |
| WH.1(E) identify major causes ... of the following important turning points in world history from 1750 to 1914: ... the Industrial Revolution ... | | | | |
| WH.28(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 Revolutions | | | | |
| WH.28(E) identify the contributions of significant scientists and inventors such as ... James Watt | | | | |
| Spiral Standard: WH.24(A) | | | | |
|  |  |  | | |
| **Effects of Industrialization** |  |  |  |  |
| * WH.17(A) identify important changes in human life caused by ... the Industrial Revolution | | | | |
| Spiral Standards: WH.15(A), WH.15(B), WH.16(B), WH.16(C) | | | | |
| WH.1(E) ... describe the major effects of the following important turning points in world history from 1750 to 1914: ... the Industrial Revolution ... | | | | |
| WH.8(B) explain how the Industrial Revolution led to political, economic, and social changes in Europe | | | | |
| WH.17(B) summarize the role of economics in driving political changes as related to ... the Industrial Revolution | | | | |
| WH.28(E) identify the contributions of significant scientists and inventors such as Marie Curie, Thomas Edison, ... | | | | |
| Spiral Standards: WH.16(A), WH.24(A), WH.24(B), WH.26(B) | | | | |
|  |  |  | | |
| **The Development of Free Enterprise** |  |  |  |  |
| * WH.18(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 The Wealth of Nations | | | | |
| Spiral Standards: WH.15(A), WH.15(B) | | | | |
| WH.1(E) ... describe the major effects of the following important turning points in world history from 1750 to 1914: ... the Industrial Revolution and its impact on the development of modern economic systems, ... | | | | |
| WH.8(E) explain the effects of free enterprise in the Industrial Revolution | | | | |
| WH.18(F) formulate generalizations on how economic freedom improved the human condition, based on students’ knowledge of the benefits of free enterprise in …, the Industrial Revolution, … | | | | |
| Spiral Standard: WH.21(A) | | | | |

*>> TEKS clusters typically requiring additional time and focus in the curriculum* (continued)

| **>> Industrialization and Imperialism (1750 – 1914) (continued)**  **WH.8 History.** The student understands the causes and the global impact of the Industrial Revolution and European imperialism from 1750 to 1914.  **Connected Knowledge and Skills WH.1, WH.16, WH.17, WH.18, WH.24, WH.28** | **Unit** | **CHECKPOINT** | | |
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| **1** | **2** | **3** |
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| **Content** | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| **The Development of Alternative Systems to Capitalism and Reform Efforts** |  |  |  |  |
| * WH.18(B) identify the historical origins and characteristics of communism, including the influences of Karl Marx | | | | |
| WH.18(C) identify the historical origins and characteristics of socialism | | | | |
| Spiral Standards: WH.15(A), WH.15(B) | | | | |
| WH.1(E) describe the major effects of the following important turning points in world history from 1750 to 1914: .... the Industrial Revolution and its impact on the development of modern economic systems, ... | | | | |
| WH.24(B) describe the major influences of women such as ... Queen Victoria, ... during major eras of world history *Spiral Standard* | | | | |
| Spiral Standard: WH.21(A), WH.24(A) | | | | |
|  |  |  | | |
| **Modern European Expansion: Causes of Imperialism** |  |  |  |  |
| * WH.8(C) identify the major political, economic, and social motivations that influenced European imperialism | | | | |
| WH.8(D) explain the major characteristics … of European imperialism | | | | |
| Spiral Standards: WH.15(A), WH.15(B), WH.16(C) | | | | |
| WH.1(E) identify major causes … of the following important turning points in world history from 1750 to 1914: ... European imperialism, ... | | | | |
| WH.28(B) explain the roles of military technology, transportation technology, communication technology, and medical advancements in initiating and advancing 19th century imperialism | | | | |
| Spiral Standards: WH.16(A), WH.26(B) | | | | |
|  |  |  | | |
| **Modern European Expansion: Effects of Imperialism** |  |  |  |  |
| * WH.8(D) explain the ... impact of European imperialism | | | | |
| WH.16(B) analyze the influence of human and physical geographic factors on major events in world history, including ... the opening of the Panama and Suez canals *Spiral Standard* | | | | |
| Spiral Standards: WH.15(A), WH.15(B), WH.16(C) | | | | |
| WH.1(E) ... describe the major effects of the following important turning points in world history from 1750 to 1914: ... European imperialism, ... | | | | |
| WH.24(B) describe the major influences of women such as ... Queen Victoria, ... during major eras of world history *Spiral Standard* | | | | |
| Spiral Standards: WH.16(A), WH.24(A), WH.26(B) | | | | |
|  |  |  |  |  |
| **Process** (Ways to Show) | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| WH.29(F) analyze information in a variety of ways  WH.30(C) organize and interpret information from a variety of sources  *connected: WH.29(E), WH.29(G), WH.30(B), WH.30(D), WH.31(A), WH.31(B)* |  |  |  |  |

*>> TEKS clusters typically requiring additional time and focus in the curriculum*

| **>> The World Wars (1914 – Present)**  **WH.10 History.** The student understands the causes and impact of World War I.  **WH.11 History.** The student understands the causes and impact of the global economic depression immediately following World War I.  **WH.12 History.** The student understands the causes and impact of World War II.  **Connected Knowledge and Skills WH.1, WH.18, WH.19, WH.20, WH.22, WH.28** | **Unit** | **CHECKPOINT** | | |
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| **Process** (Tools to Know) | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| WH.29(C) use primary and secondary sources to acquire information  *connected: WH.29(A), WH.29(B), WH.29(D), WH.29(H), WH.30(A)* |  |  |  |  |
|  |  |  |  |  |
| **Content** | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| **World War I: The War to End All Wars** |  |  |  |  |
| * WH.10(A) identify the importance of imperialism, nationalism, militarism, and the alliance system in causing World War I | | | | |
| WH.10(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 | | | | |
| Spiral Standards: WH.15(A), WH.15(B), WH.16(B), WH.16(C), WH.21(B) | | | | |
| WH.1(F) identify major causes and describe the major effects of the following important turning points in world history from 1914 to the present: the world wars and their impact on political, economic, and social systems; ... | | | | |
| WH.10(B) identify major characteristics of World War I, including total war, trench warfare, modern military technology, and high casualty rates | | | | |
| WH.20(D) explain the significance of the League of Nations ... | | | | |
| WH.22(C) identify examples of politically motivated mass murders in ... Armenia | | | | |
| WH.28(C) explain the effects of major new military technologies on World War I, ... | | | | |
| Spiral Standards: WH.16(A), WH.21(A), WH.23(B), WH.24(A), WH.26(A), WH.26(B) | | | | |
|  |  |  | | |
| **The Russian Revolution: Changes in Government and Society** |  |  |  |  |
| * WH.10(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 Republics | | | | |
| Spiral Standards: WH.15(A), WH.15(B), WH.16(B), WH.16(C), WH.21(B) | | | | |
| WH.1(F) identify major causes and describe the major effects of the following important turning points in world history from 1914 to the present: ... communist revolutions ... | | | | |
| Spiral Standards: WH.16(A), WH.21(A), WH.24(A), WH.26(A), WH.26(B) | | | | |

*>> TEKS clusters typically requiring additional time and focus in the curriculum* (continued)

| **>> The World Wars (1914 – Present) (continued)**  **WH.10 History.** The student understands the causes and impact of World War I.  **WH.11 History.** The student understands the causes and impact of the global economic depression immediately following World War I.  **WH.12 History.** The student understands the causes and impact of World War II.  **Connected Knowledge and Skills WH.1, WH.18, WH.19, WH.20, WH.22, WH.28** | **Unit** | **CHECKPOINT** | | |
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| **Content** | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| **Responses to Global Depression and Rise of Dictatorships** |  |  |  |  |
| * WH.11(A) summarize the international, political, and economic causes of the global depression | | | | |
| WH.12(A) describe the emergence and characteristics of totalitarianism | | | | |
| WH.18(D) identify the historical origins and characteristics of fascism | | | | |
| WH.19(B) identify the characteristics of the following political systems: ... totalitarianism *Spiral Standard* | | | | |
| Spiral Standards: WH.16(B), WH.16(C), WH.21(B) | | | | |
| WH.11(B) explain the responses of governments in the United States, Germany, and the Soviet Union to the global depression | | | | |
| Spiral Standards: WH.16(A), WH.21(A), WH.24(A), WH.26(A), WH.26(B) | | | | |
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| **World War II** |  |  |  |  |
| * WH.12(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 | | | | |
| Spiral Standards: WH.15(A), WH.15(B), WH.16(B), WH.16(C), WH.21(B) | | | | |
| WH.1(F) identify major causes and describe the major effects of the following important turning points in world history from 1914 to the present: the world wars and their impact on political, economic, and social systems; ... | | | | |
| WH.12(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 | | | | |
| WH.20(D) explain the significance of ... the United Nations | | | | |
| WH.22(D) identify examples of genocide, including the Holocaust ... | | | | |
| WH.28(C) explain the effects of major new military technologies on ... World War II, ... | | | | |
| WH.28(E) identify the contributions of significant scientists and inventors such as ... Albert Einstein, ... | | | | |
| Spiral Standards: WH.16(A), WH.21(A), WH.23(B), WH.24(A), WH.26(B), WH.26(C) | | | | |
|  |  |  |  |  |
| **Process** (Ways to Show) | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| WH.29(F) analyze information in a variety of ways  WH.30(C) organize and interpret information from a variety of sources  *connected: WH.29(E), WH.29(G), WH.30(B), WH.30(D), WH.31(A), WH.31(B)* |  |  |  |  |

*>> TEKS clusters typically requiring additional time and focus in the curriculum*

| **The Cold War and Global Independence Movements (1914 – Present)**  **WH.13 History.** The student understands the impact of major events associated with the Cold War and independence movements.  **WH.14 History.** The student understands the development of radical Islamic fundamentalism and the subsequent use of terrorism by some of its adherents.  **Connected Knowledge and Skills WH.1, WH.18, WH.22, WH.24, WH.25, WH.28** | **Unit** | **CHECKPOINT** | | |
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| **Process** (Tools to Know) | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| WH.29(C) use primary and secondary sources to acquire information  *connected: WH.29(A), WH.29(B), WH.29(D), WH.29(H), WH.30(A)* |  |  |  |  |
|  |  |  |  |  |
| **Content** | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| **The Impact of Communist Ideologies** |  |  |  |  |
| * WH.13(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 | | | | |
| Spiral Standards: WH.15(A), WH.15(B), WH.16(B), WH.16(C) | | | | |
| WH.1(F) identify major causes and describe the major effects of the following important turning points in world history from 1914 to the present: ... communist revolutions and their impact ... | | | | |
| WH.22(C) identify examples of politically motivated mass murders in ... China, ... the Soviet Union, ... | | | | |
| Spiral Standards: WH.16(A), WH.21(A), WH.26(A), WH.26(B) | | | | |
|  |  |  | | |
| **The Cold War and Competing Ideologies** |  |  |  |  |
| * WH.13(A) summarize how the outcome of World War II contributed to the development of the Cold War | | | | |
| WH.13(C) identify the following major events of the Cold War, including the Korean War, the Vietnam War, and the arms race | | | | |
| Spiral Standards: WH.15(A), WH.15(B), WH.16(B), WH.16(C) | | | | |
| WH.1(F) identify major causes and describe the major effects of the following important turning points in world history from 1914 to the present: ... communist revolutions and their impact on the Cold War; ... | | | | |
| WH.28(C) explain the effects of major new military technologies on ... the Cold War | | | | |
| Spiral Standards: WH.16(A), WH.26(B) | | | | |
|  |  |  | | |
| **The Fall of Communism** |  |  |  |  |
| * WH.1(F) ... describe the major effects of the following important turning points in world history from 1914 to the present: ... communist revolutions and their impact on the Cold War; ... | | | | |
| Spiral Standard: WH.21(B) | | | | |
| WH.13(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 | | | | |
| WH.18(E) explain why communist command economies collapsed in competition with free market economies at the end of the 20th century | | | | |
| WH.18(F) formulate generalizations on how economic freedom improved the human condition, based on students’ knowledge of the benefits of free enterprise in … 20th-century free market economies, compared to communist command communities | | | | |
| WH.22(E) identify examples of individuals who led resistance to political oppression such as ... Chinese student protestors in Tiananmen Square | | | | |
| WH.24(B) describe the major influences of women such as ... Margaret Thatcher... *Spiral Standard* | | | | |
| Spiral Standards: WH.16(A), WH.21(A), WH.21(C), WH.26(A), WH.26(B) | | | | |

(continued)

| **The Cold War and Global Independence Movements (1914 – Present) (continued)**  **WH.13 History.** The student understands the impact of major events associated with the Cold War and independence movements.  **WH.14 History.** The student understands the development of radical Islamic fundamentalism and the subsequent use of terrorism by some of its adherents.  **Connected Knowledge and Skills WH.1, WH.18, WH.22, WH.24, WH.25, WH.28** | **Unit** | **CHECKPOINT** | | |
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| **Global Independence Movements and Decolonization** |  |  |  |  |
| * WH.13(E) summarize the rise of independence movements in Africa, the Middle East, and South Asia and reasons for ongoing conflicts | | | | |
| Spiral Standards: WH.15(A), WH.15(B), WH.16(B), WH.16(C), WH.21(B) | | | | |
| WH.1(F) identify major causes and describe the major effects of the following important turning points in world history from 1914 to the present: ... independence movements; … | | | | |
| WH.22(E) identify examples of individuals who led resistance to political oppression such as Nelson Mandela, Mohandas Gandhi, ... | | | | |
| WH.24(B) describe the major influences of women such as ... Indira Gandhi, ... *Spiral Standard* | | | | |
| Spiral Standards: WH.16(A), WH.21(A), WH.21(C), WH.26(A), WH.26(B) | | | | |
|  |  |  |  |  |
| **Process** (Ways to Show) | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| WH.29(F) analyze information in a variety of ways  WH.30(C) organize and interpret information from a variety of sources  *connected: WH.29(E), WH.29(G), WH.30(B), WH.30(D), WH.31(A), WH.31(B)* |  |  |  |  |

| **>> Contemporary and Interdependent World (1914 – Present)**  **WH.13 History.** The student understands the impact of major events associated with the Cold War and independence movements.  **WH.14 History.** The student understands the development of radical Islamic fundamentalism and the subsequent use of terrorism by some of its adherents.  **Connected Knowledge and Skills W.1, WH.17, WH.20, WH.22, WH.24, WH.25, WH.28** | **Unit** | **CHECKPOINT** | | |
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| **1** | **2** | **3** |
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| **Process** (Tools to Know) | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| WH.29(C) use primary and secondary sources to acquire information  *connected: WH.29(A), WH.29(B), WH.29(D), WH.29(H), WH.30(A)* |  |  |  |  |
|  |  |  |  |  |
| **Content** | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| **Globalization in the 20th Century and Beyond** |  |  |  |  |
| * WH.1(F) identify major causes and describe the major effects of the following important turning points in world history from 1914 to the present: ... globalization | | | | |
| WH.17(C) summarize the economic and social impact of 20th century globalization | | | | |
| WH.20(D) explain the significance of ... the United Nations | | | | |
| WH.28(D) explain the role of telecommunication technology, computer technology, transportation technology, and medical advancements in developing the modern global economy and society | | | | |
| Spiral Standards: WH.21(A), WH.21(C), WH.24(A), WH.24(B) | | | | |
|  |  |  | | |
| **The Growth of Terrorism** |  |  |  |  |
| * WH.14(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 | | | | |
| WH.1(F) ... describe the major effects of the following important turning points in world history from 1914 to the present: ... globalization | | | | |
| WH.13(F) explain how Arab rejection of the State of Israel has led to ongoing conflict | | | | |
| WH.14(B) explain the U.S. response to terrorism from September 11, 2001, to the present | | | | |
| WH.24(B) describe the major influences of women such as ... Golda Meir ... *Spiral Standard* | | | | |
| WH.25(D) explain how Islam influences law and government in the Muslim world | | | | |
| Spiral Standards: WH.16(A), WH.21(A), WH.23(B) | | | | |
|  |  |  | | |
| **The Struggle for Protection of Human Rights** |  |  |  |  |
| * WH.20(D) explain the significance of ... the United Nations | | | | |
| WH.22(C) identify examples of politically motivated mass murders in Cambodia, ... Latin America, ... | | | | |
| WH.22(D) identify examples of genocide, including ... genocide in the Balkans, Rwanda, and Darfur | | | | |
| WH.22(E) identify examples of individuals who led resistance to political oppression such as ... Oscar Romero, Natan Sharansky, Las Madres de la Plaza de Mayo, ... | | | | |
| WH.22(F) assess the degree to which American ideals have advanced human rights and democratic ideas throughout the world | | | | |
| WH.24(B) describe the major influences of women such as ... Mother Teresa, ... *Spiral Standard* | | | | |
| Spiral Standards: WH.16(A), WH.21(A), WH.21(C), WH.23(B), WH.24(A), WH.26(A), WH.26(B), WH.26(C) | | | | |
|  |  |  |  |  |
| **Process** (Ways to Show) | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| WH.29(F) analyze information in a variety of ways  WH.30(C) organize and interpret information from a variety of sources  *connected: WH.29(E), WH.29(G), WH.30(B), WH.30(D), WH.31(A), WH.31(B)* |  |  |  |  |

*>> TEKS clusters typically requiring additional time and focus in the curriculum*

| **PROCESS STANDARDS: SOCIAL STUDIES SKILLS** | | **Unit** | **CHECKPOINT** | | |
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| **1** | **2** | **3** |
| WH.29 The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology.  WH.30 The student communicates in written, oral, and visual forms.  WH.31 The student uses geographic tools to collect, analyze, and interpret data. | **Tools to Know** |  |  |  |  |
| **Ways to Show** |  |  |  |  |
|  | |  |  | | |
| **TOOLS TO KNOW** | | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| WH.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 | |  |  |  |  |
| WH.29(H) use appropriate reading and mathematical skills to interpret social studies information such as maps and graphs | |  |  |  |  |
| WH.30(A) use social studies terminology correctly | |  |  |  |  |
| WH.29(A) identify methods used by archaeologists, anthropologists, historians, and geographers to analyze evidence | |  |  |  |  |
| WH.29(B) explain how historians, when examining sources, analyze frame of reference, historical context, and point of view to interpret historical events | |  |  |  |  |
| WH.29(D) evaluate the validity of a source based on language, corroboration with other sources, and information about the author | |  |  |  |  |
|  | |  |  |  |  |
| **WAYS TO SHOW** | | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| WH.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 | |  |  |  |  |
| WH.30(C) interpret and create written, oral, and visual presentations of social studies information | |  |  |  |  |
| WH.29(E) identify bias in written, oral, and visual material | |  |  |  |  |
| WH.29(G) construct a thesis on a social studies issue or event supported by evidence | |  |  |  |  |
| WH.30(B) use standard grammar, spelling, sentence structure, and punctuation | |  |  |  |  |
| WH.30(D) transfer information from one medium to another | |  |  |  |  |
| WH.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 | |  |  |  |  |
| WH.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 | |  |  |  |  |

| **SPIRAL STANDARDS**  (content standards included in many/most units of instruction to add perspective and  depth to content across chronology of the course) | **Unit** | **CHECKPOINT** | | |
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| **1** | **2** | **3** |
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| **Political Spiral Standards** |  |  |  |  |
| WH.19(B) identify the characteristics of the following political systems: theocracy, absolute monarchy, democracy, republic, oligarchy, limited monarchy, and totalitarianism | | | | |
| WH.21(B) describe the rights and responsibilities of citizens and noncitizens in civic participation throughout history | | | | |
| WH.21(A) describe how people have participated in supporting or changing their governments | | | | |
| WH.21(C) identify examples of key persons who were successful in shifting political thought, including William Wilberforce | | | | |
| WH.22(A) summarize the development of the rule of law from ancient to modern times | | | | |
|  |  |  |  |  |
| **Geographic Spiral Standards** |  |  |  |  |
| WH.15(A) create and interpret thematic maps, graphs, and charts to demonstrate the relationship between geography and the historical development of a region or nation | | | | |
| WH.15(B) analyze and compare geographic distributions and patterns in world history shown on maps, graphs, charts, and models | | | | |
| WH.16(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 | | | | |
| WH.16(C) interpret maps, charts, and graphs to explain how geography has influenced people and events in the past | | | | |
| WH.16(A) locate places and regions of historical significance directly related to major eras and turning points in world history | | | | |
|  |  |  |  |  |
| **Social Spiral Standards** |  |  |  |  |
| WH.23(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 | | | | |
| WH.23(B) identify examples of religious influence on various events referenced in the major eras of world history | | | | |
| WH.24(A) describe the changing roles of women, children, and families during major eras of world history | | | | |
| WH.24(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 | | | | |
| WH.26(A) identify significant examples of art and architecture that demonstrate an artistic ideal or visual principle from selected cultures | | | | |
| WH.26(B) analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced | | | | |
| WH.26(C) identify examples of art, music, and literature that transcend the cultures in which they were created and convey universal themes | | | | |