

TEXAS History-Social Science Content Standards (TEKS)

In the Footsteps of History

6th Grade Social Studies: TEKS

Process Standards (Social Studies Skills and Processes)

6.21 Social Studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology.

6.22 Social Studies skills. The student communicates in written, oral, and visual forms.

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

All In the Footstep of History units focus on critical thinking, question formation, activities using cutting-edge technology, oral debate, written forms of expression, group discussion, presentations in various formats, both individual and group work, classwork and homework.

Tools to Know

6.21(A)* differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about various world cultures

6.21(F)* use appropriate mathematical skills to interpret social studies information such as maps and graphs

6.22(A)* use social studies terminology correctly

6.22(E) use standard grammar, spelling, sentence structure, and punctuation

6.22(F) use proper citations to avoid plagiarism

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

6.23(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision

Marco Polo, Henson, Inuit, Isabella Bird, Ibn Battuta units, and Walkabouts

Ways to Show

6.21(B)* analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions

6.21(C)* organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps

6.21(D)* identify different points of view about an issue or current topic

6.21(E)* identify the elements of frame of reference that influenced participants in an event

6.22(B) incorporate main and supporting ideas in verbal and written communication based on research

6.22(C) express ideas orally based on research and experiences

6.22(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies based on research

Marco Polo, Henson, Inuit, Isabella Bird, Ibn Battuta units, and Walkabouts

Knowledge and Skills Statements

6.1 History. The student understands that historical events influence contemporary events.

6.2 History. The student understands the influences of individuals and groups from various cultures on various historical and contemporary societies.

Marco Polo, Henson, Inuit, Isabella Bird, Ibn Battuta units, and Walkabouts

Readiness Standards

6.1(A)* trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as invasion, conquests, colonization, immigration, and trade

6.2(B) evaluate the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present

Marco Polo, Inuit, Isabella Bird, Ibn Battuta units, and Walkabouts

Supporting Standards

6.1(B) analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions

6.2(A) identify and describe the influence of individual or group achievements on various historical or contemporary societies such as the classical Greeks on government and the American Revolution on the French Revolution

Marco Polo, Isabella Bird, Ibn Battuta units, and Walkabouts

Knowledge and Skills Statements

6.3 Geography. The student uses geographic tools to answer geographic questions.

6.4 Geography. The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and globes and uses latitude and longitude to determine absolute locations.

6.5 Geography. The student understands how geographic factors influence the economic development, political relationships, and policies of societies.

6.6 Geography. The student understands that geographical patterns result from physical environmental processes.

6.7 Geography. The student understands the impact of interactions between people and the physical environment on the development and conditions of places and regions.

Marco Polo, Henson, Inuit, Isabella Bird, Ibn Battuta units, and Walkabouts

Readiness Standards

6.3(A) pose and answer geographic questions, including: Where is it located? Why is it there? What is significant about its location? How is its location related to the location of other people, places, and environments?

6.3(C) compare various world regions and countries using data from geographic tools, including maps, graphs, charts, databases, and models

6.3(D)* create thematic maps, graphs, charts, models, and databases depicting aspects such as population, disease, and economic activities of various world regions and countries

6.4(B)* identify and explain the geographic factors responsible for patterns of population in places and regions

6.4(C)* explain ways in which human migration influences the character of places and regions

6.4(D) identify and locate major physical and human geographic features such as landforms, water bodies, and urban centers of various places and regions

6.4(F)* identify the location of major world countries such as Canada, Mexico, France, Germany, the United Kingdom, Italy, Spain, Norway, Sweden, Russia, South Africa, Nigeria, Iraq, Afghanistan, Israel, Iran, India, Pakistan, the People's Republic

of China, the Republic of China (Taiwan), Japan, North and South Korea, Indonesia, and Australia

6.5(B)* identify geographic factors such as location, physical features, transportation corridors and barriers, and distribution of natural resources that influence a society's ability to control territory

6.6(B)* identify the location of renewable and nonrenewable natural resources such as fresh water, fossil fuels, fertile soils, and timber

6.7(A)* identify and analyze ways people have adapted to the physical environment in various places and regions

6.7(B)* identify and analyze ways people have modified the physical environment such as mining, irrigation, and transportation infrastructure

Marco Polo, Henson, Inuit, Isabella Bird, Ibn Battuta units, and Walkabouts

Supporting Standards

6.3(B) pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, charts, models, and databases

6.4(A)* locate various contemporary societies on maps and globes using latitude and longitude to determine absolute location

6.5(A)* identify and explain the geographic factors responsible for the location of economic activities in places and regions

6.5(C) explain the impact of geographic factors on economic development and the domestic and foreign policies of societies

6.6(C) analyze the effects of the interaction of physical processes and the environment on humans

Marco Polo, Inuit, Isabella Bird, Ibn Battuta units, and Walkabouts

Knowledge and Skills Statements

6.15 Culture. The student understands the similarities and differences within and among cultures in various world societies.

6.16 Culture. The student understands that all societies have basic institutions in common even though the characteristics of these institutions may differ.

6.17 Culture. The student understands relationships that exist among world cultures.

6.18 Culture. The student understands the relationship that exists between the arts and the societies in which they are produced.

6.19 Culture. The student understands the relationships among religion, philosophy, and culture.

Readiness Standards

6.15(A)* define culture and the common traits that unify a culture region

6.15(E)* analyze the similarities and differences among various world societies

6.16(A)* identify institutions basic to all societies, including government, economic, educational, and religious institutions

6.17(A)* identify and describe how culture traits such as trade, travel, and war spread

6.17(D)* identify and define the impact of cultural diffusion on individuals and world societies

Supporting Standards

6.15(B)* identify and describe common traits that define cultures

6.15(C)* define a multicultural society and consider both the positive and negative qualities of multiculturalism

6.15(D)* analyze the experiences and evaluate the contributions of diverse groups to multicultural societies

6.15(F)* identify and explain examples of conflict and cooperation between and among cultures

6.16(B)* compare characteristics of institutions in various contemporary societies

6.16(C)* analyze the efforts and activities institutions use to sustain themselves over time such as the development of an informed citizenry through education and the use of monumental architecture by religious institutions

6.17(B)* identify and describe factors that influence cultural change such as improved communication, transportation, and economic development

6.17(C)* evaluate the impact of improved communication technology among cultures

6.17(E)* identify examples of positive and negative effects of cultural diffusion

6.18(A) explain the relationships that exist between societies and their architecture, art, music, and literature

6.18(B) relate ways in which contemporary expressions of culture have been influenced by the past

6.18(C) describe ways in which contemporary issues influence creative expressions

6.18(D) identify examples of art, music, and literature that have transcended the boundaries of societies and convey universal themes such as religion, justice, and the passage of time

6.19(A) explain the relationship among religious ideas, philosophical ideas, and cultures

6.19(B) explain the significance of religious holidays and observances such as Christmas, Easter, Ramadan, the annual hajj, Yom Kippur, Rosh Hashanah, Diwali, and Vaisakhi in various contemporary societies

Marco Polo, Inuit, Isabella Bird, Ibn Battuta units, and Walkabouts

High School World Geography: TEKS

Process Standards (Social Studies Skills and Processes)

WG.21 Social Studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology.

WG.22 Social Studies skills. The student communicates in written, oral, and visual forms.

WG.23 Social Studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.

All *In the Footstep of History* units focus on critical thinking, question formation, activities using cutting-edge technology, oral debate, written forms of expression, group discussion, presentations in various formats, both individual and group work, classwork and homework.

Tools to Know

WG.21(A) analyze and evaluate the validity, and utility of multiple sources of geographic information such as primary and secondary sources, aerial photographs, and maps

WG.21(B) locate places of contemporary geopolitical significance on a map

WG.22(C) use geographic terminology correctly

WG.23(B) use case studies and GIS to identify contemporary challenges and to answer real-world questions

Marco Polo, Henson, Inuit, Isabella Bird, Ibn Battuta units, and Walkabouts

Ways to Show

WG.21(C) create and interpret different types of maps to answer geographic questions, infer relationships, and analyze change

WG.22(B) generate summaries, generalizations, and thesis statements supported by evidence
WG.22(D) use standard grammar, spelling, sentence structure, and punctuation

WG.22(E) create original work using proper citations and understanding and avoiding plagiarism

WG.23(A) plan, organize, and complete a research project that involves asking geographic questions; acquiring, organizing, and analyzing information; answering questions; and communicating results

WG.23(C) use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution

Marco Polo, Henson, Inuit, Isabella Bird, Ibn Battuta units, and Walkabouts

Knowledge and Skills Statements

WG.1 History. The student understands how geography and processes of spatial exchange (diffusion) influenced events in the past and helped to shape the present.

WG.2 History. The student understands how people, places, and environments have changed over time and the effects of these changes.

Marco Polo, Inuit, Isabella Bird, Ibn Battuta units

Readiness Standards

WG.1(A) analyze the effects of physical and human geographic patterns and processes on the past and describe their impact on the present, including significant physical features and environmental conditions that influenced migration patterns and shaped the distribution of culture groups today

WG.1(B) trace the spatial diffusion of phenomena such as the Columbian Exchange or the diffusion of American popular culture and describe the effects on regions of contact

WG.2(A) describe the human and physical characteristics of the same regions at different periods of time to evaluate relationships between past events and current conditions

WG.13(A) interpret maps to explain the division of land, including man-made and natural borders, into separate political units such as cities, states, or countries

Marco Polo, Isabella Bird, Ibn Battuta units, and Walkabouts

Supporting Standards

WG.2(B) explain how changes in societies have led to diverse uses of physical features

WG.15(A) identify and give examples of different points of view that influence the development of public policies and decision-making processes on local, state, national, and international levels

WG.15(B) explain how citizenship practices, public policies, and decision making may be influenced by cultural beliefs, including nationalism and patriotism

Marco Polo, Isabella Bird, Ibn Battuta units, and Walkabouts

Knowledge and Skills Statements

WG.3 Geography. The student understands how physical processes shape patterns in the physical environment.

WG.4 Geography. The student understands the patterns and characteristics of major landforms, climates, and ecosystems of Earth and the interrelated processes that produce them.

WG.5 Geography. The student understands how political, economic, and social processes shape cultural patterns and characteristics in various places and regions.

WG.6 Geography. The student understands the types, patterns, and processes of settlement. WG.7 Geography. The student understands the growth, distribution, movement, and characteristics of world population.

WG.8 Geography. The student understands how people, places, and environments are connected and interdependent.

WG.9 Geography. The student understands the concept of region as an area of Earth's surface with related geographic characteristics.

Marco Polo, Inuit, Isabella Bird, Ibn Battuta units, and Walkabouts

Readiness Standards

WG.5(A) analyze how the character of a place is related to its political, economic, social, and cultural elements

WG.6(B) explain the processes that have caused changes in settlement patterns, including urbanization, transportation, access to and availability of resources, and economic activities WG.7(B) explain how political, economic, social, and environmental push and pull factors and physical geography affect the routes and flows of human migration

WG.8(A) compare ways that humans depend on, adapt to, and modify the physical environment, including the influences of culture and technology

WG.8(B) describe the interaction between humans and the physical environment and analyze the consequences of extreme weather and other natural disasters such as El Niño, floods, tsunamis, and volcanoes

WG.9(A) identify physical and/or human factors such as climate, vegetation, language, trade networks, political units, river systems, and religion that constitute a region

Marco Polo, Inuit, Isabella Bird, Ibn Battuta units, and Walkabouts

Supporting Standards

WG.6(A) locate and describe human and physical features that influence the size and distribution of settlements

WG.7(A) construct and analyze population pyramids and use other data, graphics, and maps to describe the population characteristics of different societies and to predict future population trends

WG.7(D) examine benefits and challenges of globalization, including connectivity, standard of living, pandemics, and loss of local culture

WG.8(C) evaluate the economic and political relationships between settlements and the environment, including sustainable development and renewable/non-renewable resources
WG.9(B) describe different types of regions, including formal, functional, and perceptual regions

Inuit, Ibn Battuta (nomads) units

Knowledge and Skills Statements

WG.16 Culture. The student understands how the components of culture affect the way people live and shape the characteristics of regions.

WG.17 Culture. The student understands the distribution, patterns, and characteristics of different cultures.

WG.18 Culture. The student understands the ways in which cultures change and maintain continuity.

Marco Polo, Inuit, Ibn Battuta units, and Walkabouts

Readiness Standards

WG.16(B) describe elements of culture, including language, religion, beliefs and customs, institutions, and technologies

WG.17(A) describe and compare patterns of culture such as language, religion, land use, education, and customs that make specific regions of the world distinctive

WG.18(A) analyze cultural changes in specific regions caused by migration, war, trade, innovations, and diffusion

Marco Polo, Inuit, Isabella Bird, Ibn Battuta units, and Walkabouts

Supporting Standards

WG.16(A) describe distinctive cultural patterns and landscapes associated with different places in Texas, the United States, and other regions of the world and how these patterns influenced the processes of innovation and diffusion

WG.16(C) explain ways various groups of people perceive the characteristics of their own and other cultures, places, and regions differently

WG.16(D) compare life in a variety of urban and rural areas in the world to evaluate political, economic, social, and environmental changes

WG.17(B) describe major world religions, including animism, Buddhism, Christianity, Hinduism, Islam, Judaism, and Sikhism, and their spatial distribution

WG.17(C) compare economic, political, or social opportunities in different cultures for women, ethnic and religious minorities, and other underrepresented populations

WG.17(D) evaluate the experiences and contributions of diverse groups to multicultural societies

WG.18(C) identify examples of cultures that maintain traditional ways, including traditional economies

Marco Polo, Inuit, Isabella Bird, Ibn Battuta units

Knowledge and Skills Statements

WG.10 Economics. The student understands the distribution, characteristics, and interactions of the economic systems in the world.

WG.11 Economics. The student understands how geography influences economic activities. WG.12 Economics. The student understands the economic importance of, and issues related to, the location and management of resources.

WG.19 Science, technology, and society. The student understands the impact of technology and human modifications on the physical environment.

Marco Polo, Inuit, Ibn Battuta units

Readiness Statements

WG.10(C) compare the ways people satisfy their basic needs through the production of goods and services such as subsistence agriculture versus commercial agriculture or cottage industries versus commercial industries

WG.11(C) assess how changes in climate, resources, and infrastructure (technology, transportation, and communication) affect the location and patterns of economic activities

WG.12(A) analyze how the creation, distribution, and management of key

natural resources affects the location and patterns of movement of products, money, and people

WG.19(A) evaluate the significance of major technological innovations in the areas of transportation and energy that have been used to modify the physical environment

WG.19(C) examine the environmental, economic, and social impacts of advances in technology on agriculture and natural resources.

Marco Polo, Inuit, Ibn Battuta units, and Walkabouts

Supporting Statements

WG.10(D) compare global trade patterns over time and examine the implications of globalization, including outsourcing and free trade zones

WG.11(B) identify the factors affecting the location of different types of economic activities, including subsistence and commercial agriculture, manufacturing, and service industries

Marco Polo unit

High School World History: TEKS

Process Standards (Social Studies Skills and Processes)

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

WH.30 Social Studies skills. The student communicates in written, oral, and visual

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

All *In the Footstep of History* units focus on critical thinking, question formation, activities using cutting-edge technology, oral debate, written forms of expression, group discussion, presentations in various formats, both individual and group work, classwork and homework.

Tools to Know

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

Marco Polo, Henson, Inuit, Isabella Bird, Ibn Battuta units, and Walkabouts

Ways to Show

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

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

Marco Polo, Henson, Inuit, Isabella Bird, Ibn Battuta units, and Walkabouts

Knowledge and Skills Statements

WH.1 History. The student understands traditional historical points of reference in world history.

WH.6 History. The student understands the characteristics and impact of the Maya, Inca, and Aztec civilizations.

WH.7 History. The student understands the causes and impact of European expansion from 1450 to 1750.

Marco Polo unit and Walkabouts

Readiness Standards

WH.4(D) explain the political, economic, and social impact of Islam on Europe, Asia, and Africa

WH.4(J) analyze how the Silk Road and the African gold-salt trade facilitated the spread of ideas and trade

WH.4(K) summarize the changes resulting from the Mongol invasions of Russia, China, and the Islamic world

Marco Polo, Ibn Battuta units, Walkabouts

Supporting Standards

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, Rome, Persia, India (Maurya and Gupta), China (Zhou, Qin, and Han), and the development of major world religions 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, the decline of Rome and the formation of medieval Europe; the development of Islamic caliphates and their impact on Asia, Africa, and Europe; the Mongol invasions and their impact on Europe, China, India, and Southwest Asia

WH.4(E) describe the interactions among Muslim, Christian, and Jewish societies in Europe, Asia, and North Africa

WH.4(I) explain the development of the slave trade

WH.6(B) explain how the Inca and Aztec empires were impacted by European exploration/colonization

Marco Polo, Isabella Bird, Ibn Battuta units, and Walkabouts

Knowledge and Skills Statements

WH.8 History. The student understands the causes and the global impact of the Industrial Revolution and European imperialism from 1750 to 1914.

WH.9 History. The student understands the causes and effects of major political revolutions between 1750 and 1914.

Walkabouts

Readiness Standards

WH.8(A) explain how 17th and 18th century European scientific advancements led to the Industrial Revolution

Walkabouts

Supporting Standards

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, the Industrial Revolution and its impact on the development of modern economic systems, European imperialism, and the Enlightenment's impact on political revolutions

WH.10(B) identify major characteristics of World War I, including total war, trench warfare, modern military technology, and high casualty rates

Walkabouts

Knowledge and Skills Statements

WH.15 Geography. The student uses geographic skills and tools to collect, analyze, and interpret data.

WH.16 Geography. The student understands the impact of geographic factors on major historic events and processes.

WH.23 Culture. The student understands the history and relevance of major religious and philosophical traditions.

WH.24 Culture. The student understands the roles of women, children, and families in different historical cultures.

WH.25 Culture. The student understands how the development of ideas has influenced institutions and societies.

WH.26 Culture. The student understands the relationship between the arts and the times during which they were created.

Marco Polo, Henson, Inuit, Isabella Bird, Ibn Battuta units, and Walkabouts

Readiness 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.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

Marco Polo, Isabella Bird, Ibn Battuta units, and Walkabouts

Supporting Standards

WH.16(A)^ locate places and regions of historical significance directly related to major eras and turning points in world history

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

WH.25(D) explain how Islam influences law and government in the Muslim world

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

Marco Polo, Isabella Bird, Ibn Battuta units, and Walkabouts

Knowledge and Skills Statements

WH.17 Economics. The student understands the impact of the Neolithic and Industrial revolutions and globalization on humanity.

WH.18 Economics. The student understands the historical origins of contemporary economic systems and the benefits of free enterprise in world history.

WH.27 Science, technology, and society. The student understands how major scientific and mathematical discoveries and technological innovations affected societies prior to 1750.

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

Marco Polo unit, Walkabouts

Readiness Standards

WH.17(A) identify important changes in human life caused by the Neolithic Revolution and the Industrial Revolution

Walkabouts

Supporting Standards

WH.17(B) summarize the role of economics in driving political changes as related to the Neolithic Revolution and the Industrial Revolution

WH.17(C) summarize the economic and social impact of 20th century globalization

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, the Industrial Revolution, and 20th-century free market economies, compared to communist command communities

WH.27(A) identify the origin and diffusion of major ideas in mathematics, science, and technology that occurred in river valley civilizations, classical Greece and Rome, classical India, and the Islamic caliphates between 700 and 1200 and in China from the Tang to Ming dynasties
WH.27(B) summarize the major ideas in astronomy, mathematics, and architectural engineering that developed in the Maya, Inca, and Aztec civilizations

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 Revolution

WH.28(B) explain the roles of military technology, transportation technology, communication technology, and medical advancements in initiating and advancing 19th century imperialism
WH.28(C) explain the effects of major new military technologies on World War I, World War II, and the Cold War

WH.28(E) identify the contributions of significant scientists and inventors such as Marie Curie, Thomas Edison, Albert Einstein, Louis Pasteur, and James Watt

Marco Polo unit and Walkabouts

^ = Spiral Standards: content standards included in many/most units of instruction to add perspective and depth to content across chronology of the course. Source: Texas Education Agency