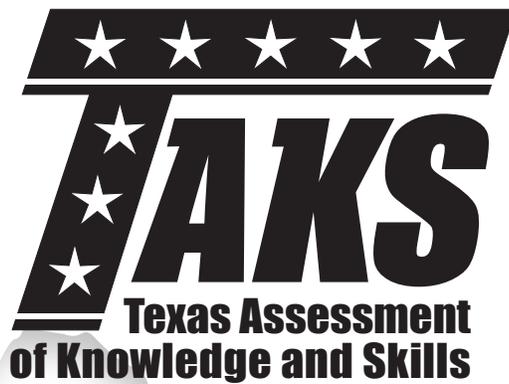


August 2004



Information Booklet

Social Studies Grade 10

Texas Education Agency • Student Assessment Division

INTRODUCTION

The Texas Assessment of Knowledge and Skills (TAKS) is a completely reconceived testing program. It assesses more of the Texas Essential Knowledge and Skills (TEKS) than the Texas Assessment of Academic Skills (TAAS) did and asks questions in more authentic ways. TAKS has been developed to better reflect good instructional practice and more accurately measure student learning. We hope that every teacher will see the connection between what we test on this new state assessment and what our students should know and be able to do to be academically successful. To provide you with a better understanding of TAKS and its connection to the TEKS and to classroom teaching, the Texas Education Agency (TEA) has developed this newly revised edition of the TAKS information booklet. The information booklets were originally published in January 2002, before the first TAKS field test. Now, after several years of field tests and live administrations, we are able to provide an even more comprehensive picture of the testing program. We have clarified some of the existing material and, in some cases, provided new sample items and/or more explanations of certain item types. However, it is important to remember that these clarifications do not signify any change in the TAKS testing program. The objectives and TEKS student expectations assessed on TAKS remain unchanged. We hope this revised version of the TAKS information booklet will serve as a user-friendly resource to help you understand that the best preparation for TAKS is a coherent, TEKS-based instructional program that provides the level of support necessary for all students to reach their academic potential.

BACKGROUND INFORMATION

The development of the TAKS program included extensive public scrutiny and input from Texas teachers, administrators, parents, members of the business community, professional education organizations, faculty and staff at Texas colleges and universities, and national content-area experts. The agency took these steps to involve as many stakeholders as possible because we believed that the development of TAKS was a responsibility that had to be shared if this new assessment was to be an equitable and accurate measure of learning for all Texas public school students.

The three-year test-development process, which began in summer 1999, included a series of carefully conceived activities. First, committees of Texas educators identified those TEKS student expectations for each grade and subject area assessed that should be tested on a statewide assessment. Then a committee of TEA Student Assessment and Curriculum staff incorporated these selected TEKS student expectations, along with draft objectives for each subject area, into eleventh-grade exit level surveys. These surveys were sent to Texas educators at the middle school and secondary levels for their review. Based on input we received from more than 27,000 survey responses, we developed a second draft of the objectives and TEKS student expectations. In addition, we used this input during the development of draft objectives and student expectations for grades 3 through 10 to ensure that the TAKS program, like the TEKS curriculum, would be vertically aligned. This vertical alignment was a critical step in ensuring that the TAKS tests would become more rigorous as students moved from grade to grade. For example, the fifth grade tests would be more rigorous than the fourth grade tests, which would be more rigorous than the third grade tests. Texas educators felt that this increase in rigor from grade to grade was both appropriate and logical since each subject-area test was closely aligned to the TEKS curriculum at that grade level.

In fall 2000 TEA distributed the second draft of the objectives and TEKS student expectations for eleventh grade exit level and the first draft of the objectives and student expectations for grades 3 through 10 for review at the campus level. These documents were also posted on the Student Assessment Division’s website to encourage input from the public. Each draft document focused on two central issues: first, whether the objectives included in the draft were essential to measure on a statewide assessment; and, second, whether students would have received enough instruction on the TEKS student expectations included under each objective to be adequately prepared to demonstrate mastery of that objective in the spring of the school year. We received more than 57,000 campus-consensus survey responses. We used these responses, along with feedback from national experts, to finalize the TAKS objectives and student expectations. Because the state assessment was necessarily limited to a “snapshot” of student performance, broad-based input was important to ensure that TAKS assessed the parts of the TEKS curriculum most critical to students’ academic learning and progress.

In the thorough test-development process that we use for the TAKS program, we rely on educator input to develop items that are appropriate and valid measures of the objectives and TEKS student expectations the items are designed to assess. This input includes an annual educator review and revision of all proposed test items before field-testing and a second annual educator review of data and items after field-testing. In addition, each year a panel of recognized experts in the fields of English language arts (ELA), mathematics, science, and social studies meet in Austin to critically review the content of each of the high school level TAKS assessments to be administered that year. This critical review is referred to as a content validation review and is one of the final activities in a series of quality-control steps to ensure that each high school test is of the highest quality possible. A content validation review is considered necessary at the high school grades (9, 10, and 11) because of the advanced level of content being assessed.

ORGANIZATION OF THE TAKS TESTS

TAKS is divided into test objectives. It is important to remember that the objective statements are not found in the TEKS curriculum. Rather, the objectives are “umbrella statements” that serve as headings under which student expectations from the TEKS can be meaningfully grouped. Objectives are broad statements that “break up” knowledge and skills to be tested into meaningful subsets around which a test can be organized into reporting units that help campuses, districts, parents, and the general public understand the performance of our students and schools. Test objectives are not intended to be “translations” or “rewordings” of the TEKS. Instead, the objectives are designed to be identical across grade levels rather than grade specific. Generally, the objectives are the same for third grade through eighth grade (an elementary/middle school system) and for ninth grade through eleventh grade (a high school system). In addition, certain TEKS student expectations may logically be grouped under more than one test objective; however, it is important for you to understand that this is not meaningless repetition—sometimes the organization of the objectives requires such groupings. For example, on the TAKS writing tests for fourth and seventh grades, some of the same student expectations addressing the conventions of standard English usage are listed under both Objective 2 and Objective 6. In this case, the expectations listed under Objective 2 are assessed through the overall strength of a student’s use of language conventions on the written composition portion of the test; these same expectations under Objective 6 are assessed through multiple-choice items attached to a series of revising and editing passages.

ORGANIZATION OF THE INFORMATION BOOKLETS

The purpose of the information booklets is to help Texas educators, students, parents, and other stakeholders understand more about the TAKS tests. These booklets are not intended to replace the teaching of the TEKS curriculum, provide the basis for the isolated teaching of skills in the form of narrow test preparation, or serve as the single information source about every aspect of the TAKS program. However, we believe that the booklets provide helpful explanations as well as show enough sample items, reading and writing selections, and prompts to give educators a good sense of the assessment.

Each grade within a subject area is presented as a separate booklet. However, it is still important that teachers review the information booklets for the grades both above and below the grade they teach. For example, eighth grade mathematics teachers who review the seventh grade information booklet as well as the ninth grade information booklet are able to develop a broader perspective of the mathematics assessment than if they study only the eighth grade information booklet.

The information booklets for each subject area contain some information unique to that subject. For example, the mathematics chart that students use on TAKS is included for each grade at which mathematics is assessed. However, all booklets include the following information, which we consider critical for every subject-area TAKS test:

- an overview of the subject within the context of TAKS
- a blueprint of the test—the number of items under each objective and the number of items on the test as a whole
- information that clarifies how to read the TEKS
- the reasons each objective and its TEKS student expectations are critical to student learning and success
- the objectives and TEKS student expectations that will be included on TAKS
- additional information about each objective that will help educators understand how it is assessed on TAKS
- sample items that show some of the ways objectives are assessed

General Introduction to the TAKS Information Booklet for Social Studies

The study of social studies is a process that develops from kindergarten through high school. This process helps students understand their place in the world and their role as responsible citizens. Social studies education enables students to develop critical-thinking skills, to prepare to participate productively in society, and to expand their horizons to include people and places far removed from their daily lives. The establishment of social studies as a graduation requirement in Texas’s assessment program attests to its importance and will further encourage students’ intellectual and civic growth.

History is important to students because past events provide context for understanding both present and future challenges. Students learn to seek information before forming opinions and to distinguish fact from opinion and bias from objectivity. Geography works hand in hand with the study of history. Where events occur has much to do with why they occur. Geography provides a basis for understanding nature and the influence of climate and terrain on human cultures. In addition, geography plays a significant role in the growing global economy.

While the successful demonstration of social studies knowledge and skills is a graduation requirement, this is only the most basic reason for students to develop social studies literacy. The greatest benefit—not just to Texas students but also to the state of Texas as a whole—will come from the broadened perspective that a solid social studies education provides.

The Importance of Understanding Social Studies Curriculum at All Grade Levels

The social studies TAKS are designed to assess those portions of the Texas state-mandated curriculum (TEKS) deemed essential to measure by Texas educators, administrators, and other stakeholders. Beginning in kindergarten, the social studies curriculum builds a skills and content foundation that continues to develop through high school. In other words, the curriculum is vertically aligned. Vertical alignment is crucial, since concepts and skills cross grade levels. Social studies and history teachers should have knowledge of the social studies curriculum at all grade levels, K–12. Optimally, there is a dialogue between elementary, middle school, and high school teachers to promote the development of vertical teams and provide access to professional development. Vertical social studies teams should extend throughout high school since several courses are assessed on the high school TAKS, United States History Since Reconstruction, World History Studies, World Geography Studies, and portions of the eighth grade social studies course.

Reading the Social Studies Information Booklet

The curriculum is designed so that these basic social studies concepts and skills can be strengthened from grade to grade. Because the TAKS measure and are aligned to the TEKS, the five social studies assessment objectives remain the same across the three grade levels assessed.

Social Studies Objectives for Grades 8, 10, and Exit Level

Objective 1: The student will demonstrate an understanding of issues and events in U.S. history.

Objective 2: The student will demonstrate an understanding of geographic influences on historical issues and events.

Objective 3: The student will demonstrate an understanding of economic and social influences on historical issues and events.

Objective 4: The student will demonstrate an understanding of political influences on historical issues and events.

Objective 5: The student will use critical-thinking skills to analyze social studies information.

TAKS Social Studies Blueprints for Grades 8, 10, and Exit Level

The TAKS blueprints establish the length of each subject-area/grade-level test and the number of test items measuring each objective. These blueprints provide consistency from one test administration to the next. Each blueprint reflects an appropriate distribution of the TEKS across objectives and ensures a variety of student expectations eligible for assessment.

TAKS Objectives	Grade 8	Grade 10	Exit Level
Objective 1: History	13	7	13
Objective 2: Geography	6	12	9
Objective 3: Economics and Social Influences	9	7	13
Objective 4: Political Influences	12	12	9
Objective 5: Social Studies Skills	8	12	11
Total number of items	48	50	55

Sample Items

This booklet also includes sample items. These sample items are included at the end of each objective to assist educators as they develop instructional strategies to teach the content and skills in the state-mandated curriculum (TEKS). The selection of items is not intended to represent all the possible ways that a student expectation may be assessed. The items are also not intended to be used as models for test preparation worksheets, which should be unnecessary if the curriculum is being addressed daily in the classroom.

World History Studies and World Geography Studies

Texas high school students are required to earn three and one-half social studies credits to satisfy the Recommended High School Graduation Program. All students must earn one credit for completing the United States History Since Reconstruction course and one-half credit for completing the United States Government course. Students must also earn one credit each for completing the World Geography Studies course and the World History Studies course. Students are required to earn two and one-half social studies credits to satisfy the minimum graduation plan. However, students permitted to graduate by following the minimum graduation plan must earn one credit from one of the world studies courses in addition to the United States History Since Reconstruction course. Both the tenth grade assessment and the exit level assessment include TEKS from both World History Studies and World Geography Studies. Since students following the minimum graduation plan are not required to take both of these courses, the student expectations eligible for assessment from each course are grouped with one or more correlating student expectations from the other course. The object of the correlation system is to ensure that students who have taken either world studies course will be prepared to answer items developed from the World History Studies and World Geography Studies TEKS.

To assist educators in understanding the correlation system, the Student Assessment and Curriculum Divisions of the Texas Education Agency have prepared a side-by-side correlation guide located in the appendix of this booklet. This guide will help teachers deepen their understanding of the connections between these two courses.

Grade 10

A Key to Understanding the TEKS Included on TAKS

Example from Grade 10 Social Studies, Objective 5

- A** ↙
(WG21) **Social studies skills.** The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to
- B** → (C) [construct and] interpret maps to answer geographic questions, infer geographic relationships, and analyze geographic change (correlates with WH11B and WH12C). ↘
C ↙
D ↘

KEY

A. Knowledge and Skills Statement

This broad statement describes what students should know and be able to do for tenth grade social studies. The number preceding the statement identifies the number of the knowledge and skills statement. It is important to read the knowledge and skills statement along with the student expectations associated with it for a full understanding of the concept.

B. Student Expectation

This specific statement describes what students should be able to do to demonstrate proficiency in what is described in the knowledge and skills statement. Students will be tested on skills outlined in the student expectation statement.

C. [bracketed text]

The student expectation has been presented in its entirety for two reasons: to clarify the link to the curriculum and to provide background information for test items. However, bracketed text will not be specifically tested on the TAKS.

D. (Correlations)

Test items included for TEKS with correlations will be designed so that students taking either world history or world geography should be able to respond equally well.

NOTE: The full TEKS curriculum can be found at <http://www.tea.state.tx.us/teks/>.

TEKS STUDENT EXPECTATIONS—IMPORTANT VOCABULARY

For every subject area and grade level, two terms—*such as* and *including*—are used to help make the TEKS student expectations more concrete for teachers. However, these terms function in different ways. To help you understand the effect that each of the terms has on specific student expectations, we are providing the following:

- a short definition of each term
- an example from a specific student expectation for this subject area
- a short explanation of how this term affects this student expectation

Such as

The term *such as* is used when the specific examples that follow it function only as representative illustrations that help define the expectation for teachers. These examples are just that—examples. Teachers may choose to use them when teaching the student expectation, but there is no requirement to use them. Other examples can be used in addition to those listed or as replacements for those listed.

Example from World Geography Studies

WG10(C) compare the ways people satisfy their basic needs through the production of goods and services such as subsistence agriculture versus market-oriented agriculture or cottage industries versus commercial industries (correlates with WH14C).

In the example above, educators may choose to focus on any of the various modes of production used in different areas of the world. This student expectation provides examples of contrasting modes of production. These examples help clarify the types of comparisons (i.e., scale of production) students should be able to make between different economic systems.

Including

The term *including* is used when the specific examples that follow it must be taught. However, other examples may also be used in conjunction with those listed.

Example from the Grade 8 Social Studies Course

8.18(B) describe historical conflicts arising over the issue of states' rights, including the Nullification Crisis and the Civil War.

In the example above, educators may choose to focus on various conflicts arising over the issue of states' rights. Although this student expectation requires educators to teach the Nullification Crisis and the Civil War, it does not imply that these are the only conflicts over the issue of states' rights that should be taught and assessed.

Remember

For the TAKS tests, teachers should remember two things with regard to these terms.

- Any example preceded by the term *such as* in a particular student expectation may or may not provide the basis for an item assessing that expectation. Because these examples do not necessarily have to be used to teach the student expectation, it is equally likely that other examples will be used in assessment items. The rule here is that an example should be used only if it is central to the knowledge, concept, or skill the item assesses.
- It is more likely that some of the examples preceded by the term *including* in a particular student expectation will provide the basis for items assessing that expectation, since these examples must be taught. However, it is important to remember that the examples that follow the term *including* do not represent all of the examples possible, so other examples may also provide the basis for an assessment item. Again, the rule here is that an example should be used only if it is central to the knowledge, concept, or skill the item assesses.

TAKS Social Studies Assessment—Grade 10, Objective 1

Objective 1 is a history objective and consists of TEKS that pertain mainly to events during the American revolutionary and constitutional eras. Four student expectations listed under Objective 1 in the eighth grade assessment objectives also appear at tenth grade. These four early American history student expectations will also be assessed on the exit level test. The knowledge and skills statements and student expectations describe many of the social and political tensions that challenged the developing nation. When teaching the TEKS student expectations in this objective, teachers should make students aware of the historical factors and major events surrounding the American Revolution. Teachers should also help students understand how events and decisions from this time period connect to later historical events in American history; one example would be how the grievances listed in the Declaration of Independence were addressed in the Bill of Rights.

By studying the portions of the curriculum listed in Objective 1, students will gain an awareness of the early development of the American nation. They will also understand the short-term and long-term consequences of the important events that occurred during this time period. This understanding will provide the foundation necessary for success on the exit level social studies assessment. Knowledge of their country's development gives students a sense of their historical past. As students learn more about the historical events that have shaped their country, they gain a better understanding of why important events occurred and how those events shape America's present course. In short, having the ability to look back prepares students for their future role as informed citizens capable of participating fully in American society.

Objective 1

The student will demonstrate an understanding of issues and events in U.S. history.

- (8.1) **History.** The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to
- (C) explain the significance of the following dates: [1607,] 1776, 1787, [1803,] and 1861–1865.
- (8.4) **History.** The student understands significant political and economic issues of the revolutionary era. The student is expected to
- (B) explain the roles played by significant individuals during the Revolution, including [Samuel Adams, Benjamin Franklin, King George III,] Thomas Jefferson, [the Marquis de Lafayette, Thomas Paine,] and George Washington; and
 - (C) explain the issues surrounding [important events of] the American Revolution, including declaring independence; [writing] the Articles of Confederation; [fighting the battles of Lexington, Concord, Saratoga, and Yorktown; and signing the Treaty of Paris].

(8.16) **Government.** The student understands the American beliefs and principles reflected in the U.S. Constitution and other important historic documents. The student is expected to

- (C) identify colonial grievances listed in the Declaration of Independence and explain how those grievances were addressed in the U.S. Constitution and the Bill of Rights.

Objective 1—For Your Information

The following list contains some of the issues students must understand to respond to questions related to Objective 1:

- how dates specifically listed in this portion of the curriculum are essential to understanding American history;
- how and why the American Revolution and the drafting of the U.S. Constitution occurred;
- how individuals, issues, and events specifically listed in this portion of the curriculum contributed to the American Revolution; and
- how the Declaration of Independence, the U.S. Constitution, and the Bill of Rights are connected to one another.

Objective 1 Sample Items

Use the headline and your knowledge of social studies to answer the following question.

United States Drafts New Constitution

- 1 In which year would this headline have appeared in newspapers?
- A 1607
 - B 1776
 - C* 1787
 - D 1861
- (8.1)(C)
- 2 A major reason the colonies in North America declared independence in 1776 was because of the —
- A establishment of Anglicanism as the state religion in the colonies
 - B* British taxation of the colonists without their consent
 - C failure of Great Britain to regulate the colonial slave trade
 - D British naval blockade of rebellious colonies in Canada

(8.4)(C)

Use the excerpt and your knowledge of social studies to answer the following question.

He has made judges dependent on his will alone, for the tenure of their offices, and the amount and payment of their salaries.

— *Declaration of Independence, 1776*

- 3 The grievance above was directly addressed by which of the following statements from the U.S. Constitution?
- A “The Congress shall have the power to declare the punishment of treason. . . .”
 - B “The judicial power of the United States, shall be vested in one supreme court. . . .”
 - C “The judicial power shall extend to all cases . . . arising under this Constitution, the laws of the United States, and treaties made. . . .”
 - D* “The judges . . . shall . . . receive for their services, a compensation, which shall not be diminished during their continuance in office.”

(8.16)(C)

TAKS Social Studies Assessment—Grade 10, Objective 2

Objective 2 is the geography objective and consists of TEKS from the three social studies courses: Grade 8 Social Studies, World Geography Studies, and World History Studies. The knowledge and skills statements and student expectations in this objective examine the movement of people and ideas as well as the patterns and processes of settlement. When teaching the student expectations in this objective, teachers should focus on the ways that processes such as trade can spread ideas, material goods, and even diseases such as bubonic plague. Students should understand how to identify and interpret patterns on maps, charts, and other graphic models from a geographic standpoint.

Students who gain this kind of knowledge and understanding will recognize and appreciate the geographic issues that affect their daily lives. Examples of these issues at a local level are the development of traffic routes in towns or cities; debates about land use, such as agriculture versus real estate development; the effects of drought on water use; and the impact of population growth on air and water quality. On a global level, students who gain geographic knowledge and understanding will recognize and appreciate how events and issues in other parts of the world affect their daily lives. An example is the production in other countries of energy sources and material goods to be used in the United States. A solid understanding of geography concepts from both the past and present enables students to participate in and make informed decisions regarding local, regional, and international geographic issues.

Objective 2

The student will demonstrate an understanding of geographic influences on historical issues and events.

(8.10) **Geography.** The student uses geographic tools to collect, analyze, and interpret data. The student is expected to

(B) [pose and] answer questions about geographic distributions and patterns shown on maps, graphs, charts, [models, and databases].

(WG1) **History.** The student understands how geographic contexts (the geography of places in the past) and processes of spatial exchange (diffusion) influenced events in the past and helped to shape the present. The student is expected to

(A) analyze the effects of physical and human geographic patterns and processes on events in the past and describe their effects on present conditions, including significant physical features and environmental conditions that influenced migration patterns in the past and shaped the distribution of culture groups today (correlates with WH12B); and

(B) trace the spatial diffusion of a phenomenon and describe its effects on regions of contact such as the spread of bubonic plague, the diffusion and exchange of foods between the New and Old Worlds, [or the diffusion of American slang] (correlates with WH11B).

(WG6) **Geography.** The student understands the types and patterns of settlement, the factors that affect where people settle, and processes of settlement development over time. The student is expected to

(A) [locate settlements and] observe patterns in the size and distribution of cities using maps, graphics, and other information (correlates with WH26C).

(WH12) **Geography.** The student understands the impact of geographic factors on major historic events. The student is expected to

(C) interpret historical [and contemporary] maps to identify and explain geographic factors [such as control of the Straits of Hormuz] that have influenced people and events in the past (correlates with WG21C).

(WH23) **Science, technology, and society.** The student understands how major scientific and mathematical discoveries and technological innovations have affected societies throughout history. The student is expected to

(A) give examples of [major mathematical and scientific discoveries and] technological innovations that occurred at different periods in history and describe the changes produced by these discoveries and innovations (correlates with WG19A and WG20A).

Objective 2—For Your Information

The following list contains some of the issues students must understand to respond to questions related to Objective 2:

- how questions about geography can be answered by interpreting maps, graphs, and charts;
- how physical landforms and environmental conditions have influenced migration patterns;
- how physical and human geographic factors have influenced major historical events; and
- how various technological innovations have affected the ways in which people interact with the physical environment.

Objective 2 Sample Items

Use the table and your knowledge of social studies to answer the following question.

Organic* Farming in the 15 European Union Nations, 1985–1994

Year	Number of Farms
1985	6,318
1986	7,246
1987	8,172
1988	9,521
1989	12,240
1990	14,824
1991	17,890
1992	27,943
1993	35,495
1994	47,973

Source: Institute of Rural Studies, University of Wales

*Organic farming is farming without the use of chemical pesticides or fertilizers.

- 1 Which of the following statements accurately describes the trend reflected in the table above?
- A The cost of developing organic farms increased over this period.
 - B The quality of grains harvested from organic farms improved over this period.
 - C* The number of farms that used organic methods increased over this period.
 - D The popularity of organic farming decreased between 1985 and 1989.

(WG1)(B)

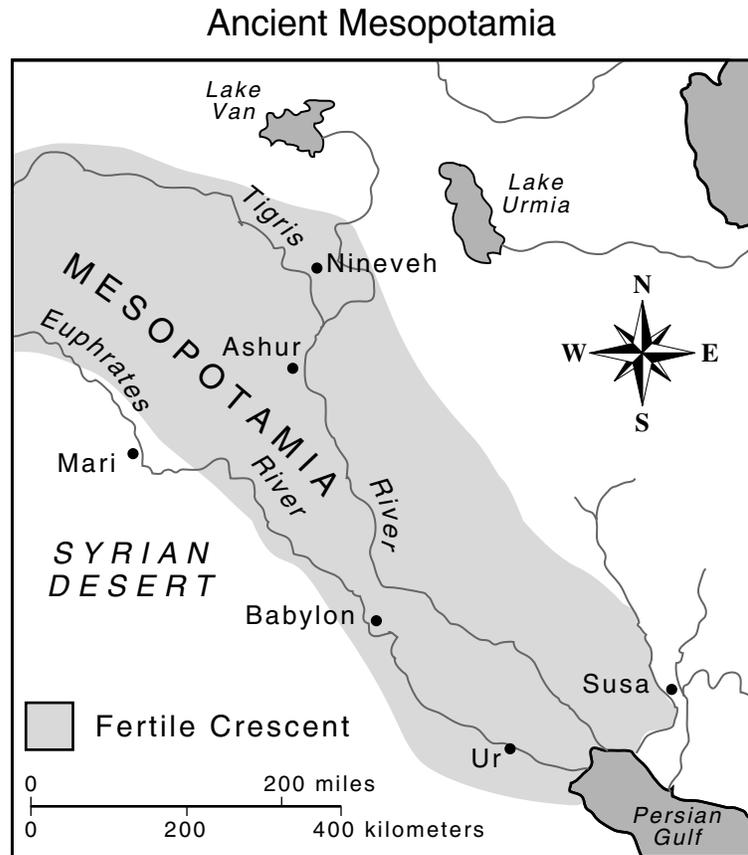
- 2 During the 1700s the textile industry became one of the first to use steam-powered machinery. This technological innovation increased production and led to —

- A* greater profits and a demand for more workers
- B an end to the use of child labor
- C a safer work environment and shorter workdays
- D a decrease in demand for raw materials

(WH23)(A)

This item measures World History Studies student expectation (WH23)(A). The correlating student expectations from World Geography Studies are (WG19)(A) and (WG20)(A).

Use the map and your knowledge of social studies to answer the following question.



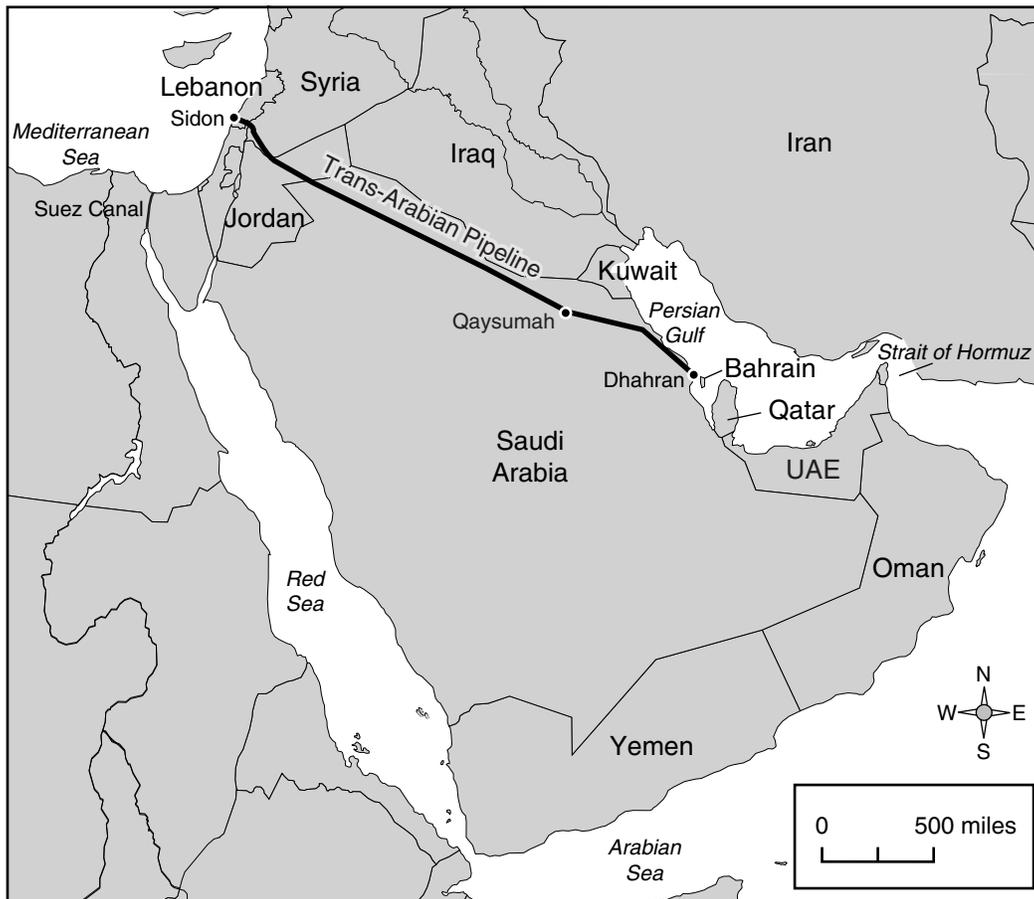
- 3 Based on the map, what conclusion can be drawn regarding the locations of cities in ancient Mesopotamia?
- A They were along the shore of the Persian Gulf.
 - B They were clustered between Lake Urmia and Lake Van.
 - C They were located in the Syrian Desert.
 - D* They were located near the Tigris and Euphrates rivers.

(WG6)(A)

This item measures World Geography Studies student expectation (WG6)(A). The correlating student expectation from World History Studies is (WH26)(C).

Use the map and your knowledge of social studies to answer the following question.

Trans-Arabian Pipeline, 1950



- 4 According to the map above, what impact did the Trans-Arabian Pipeline have on the transportation of oil in the Middle East?
- A It created a more efficient method of carrying oil to Yemen.
 - B*** It created a direct oil-delivery route from Saudi Arabia to the Mediterranean Sea.
 - C It increased the use of shipping lanes by oil tankers on the Red Sea.
 - D It forced countries along the Persian Gulf to import oil from Saudi Arabia.

(WH12)(C)

This item measures World History Studies student expectation (WH12)(C). The correlating student expectation from World Geography Studies is (WG21)(C).

TAKS Social Studies Assessment—Grade 10, Objective 3

Objective 3 consists of TEKS that focus on economic and social factors in American and modern world history. The three student expectations listed in Objective 3 are from the World Geography Studies and World History Studies courses and cover societies worldwide, including the United States. When teaching the student expectations listed under this objective, teachers should consider how contemporary countries with different economic systems interact. Teachers need to concentrate on how scientific, industrial, and political revolutions affect societies. Students should understand how migration, war, and the diffusion of ideas have brought about cultural change, too.

By studying the curriculum listed under Objective 3, students will understand how economic and social factors played major roles in societies around the world. This knowledge helps create a foundation for the economic and cultural influences discussed in the high school course United States History Since Reconstruction and also helps students prepare for success on the social studies exit level assessment. Understanding the economic and social relationships among people from different racial, ethnic, and religious backgrounds prepares students to make informed decisions about economic issues and to appreciate the diverse populations of their country and their world.

Objective 3

The student will demonstrate an understanding of economic and social influences on historical issues and events.

(WG5) **Geography.** The student understands how political, economic, and social processes shape cultural patterns and characteristics in various places and regions. The student is expected to

(B) analyze political, economic, social, and demographic data to determine the level of development and standard of living in nations (correlates with WH14C).

(WG10) **Economics.** The student understands the distribution and characteristics of economic systems throughout the world. The student is expected to

(C) compare the ways people satisfy their basic needs through the production of goods and services such as subsistence agriculture versus market-oriented agriculture or cottage industries versus commercial industries (correlates with WH14C).

(WG18) **Culture.** The student understands the ways in which cultures change and maintain continuity. The student is expected to

(A) describe the impact of general processes such as migration, war, trade, independent inventions, and diffusion of ideas and motivations on cultural change (correlates with WH1B).

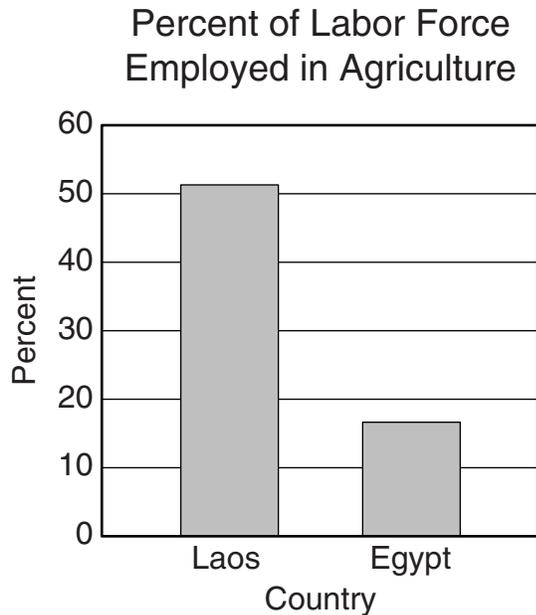
Objective 3—For Your Information

The following list contains some of the issues students must understand to respond to questions related to Objective 3:

- how to read maps, graphs, and other demographic data to compare and contrast or determine level of development or standard of living among different groups of people;
- how to compare different methods of production of goods and services;
- how to compare the ways people satisfy their basic needs through different methods of production of goods, such as subsistence agriculture versus market-oriented agriculture; and
- how various scientific and technological innovations contributed to industrialization and development of world markets during the 18th, 19th, and 20th centuries.

Objective 3 Sample Items

Use the graph and your knowledge of social studies to answer the following question.



- 1 Based on the information in the graph, you can infer that —
- A Laos has more skilled workers than Egypt
 - B* Egypt is more industrialized than Laos
 - C Egypt was founded after Laos
 - D Laos is larger in area than Egypt

(WG5)(B)

This item measures World Geography Studies student expectation (WG5)(B). The correlating student expectation from World History Studies is (WH14)(C).

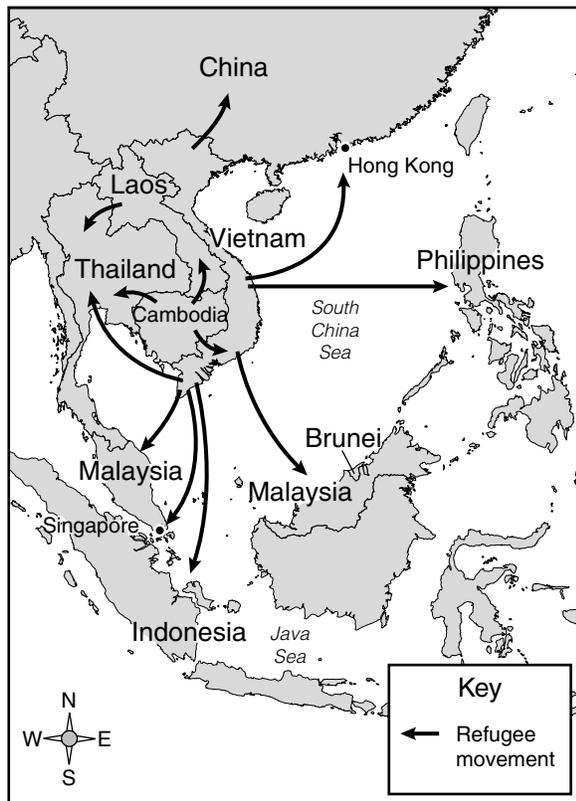
- 2 In a free-enterprise economic system, unlike a command system, economic decisions are made primarily by —
- A government leaders
 - B scholars
 - C* consumers
 - D world trade organizations

(WG10)(C)

This item measures World Geography Studies student expectation (WG10)(C). The correlating student expectation from World History Studies is (WH14)(C).

Use the map and your knowledge of social studies to answer the following question.

Movement of Southeast Asian Refugees 1975–1995



Source: UN High Commission for Refugees

- 3 The movement of Southeast Asian refugees between 1975 and 1995, as shown in the map above, was a direct result of —
- A the spread of capitalism in the region
 - B* political upheaval in Vietnam and Cambodia
 - C numerous job opportunities in the Philippines
 - D destructive floods in Cambodia and Laos

(WG18)(A)

This item measures World Geography Studies student expectation (WG18)(A). The correlating student expectation from World History Studies is (WH1)(B).

TAKS Social Studies Assessment—Grade 10, Objective 4

Objective 4 is the political objective and consists of TEKS that focus on the growth of representative government in early America. Eight student expectations listed under Objective 4 in the eighth grade assessment objectives also appear at tenth grade. These portions of the eighth-grade curriculum will also be assessed on the exit level test. The knowledge and skills statements and student expectations in this objective are dedicated to the development of representative institutions during the colonial period, the writing of the U.S. Constitution and the Bill of Rights, and those issues related to constitutional law through Reconstruction. When teaching the student expectations in this objective, teachers should concentrate on how early political leaders drew inspiration from historical documents and attempted to balance regional interests while forming a national government. Teachers should also focus on how the constitutional powers of the national government continued to evolve during the 90 years following the signing of the U.S. Constitution.

By studying the curriculum listed under Objective 4, students will better understand the development of representative government in early America. This will help provide an understanding and a foundation for further study in the high school course United States History Since Reconstruction. This study should also contribute to an appreciation of the U.S. Constitution and serve to promote citizenship and democratic ideals.

Objective 4

The student will demonstrate an understanding of political influences on historical issues and events.

- (8.3) **History.** The student understands the foundations of representative government in the United States. The student is expected to
- (A) explain the reasons for the growth of representative government and institutions during the colonial period.
- (8.16) **Government.** The student understands the American beliefs and principles reflected in the U.S. Constitution and other important historic documents. The student is expected to
- (A) identify the influence of ideas from historic documents including the Magna Carta, the English Bill of Rights, [the Mayflower Compact,] the Declaration of Independence, the Federalist Papers, [and selected anti-federalist writings] on the U.S. system of government; and
 - (D) analyze how the U.S. Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights.

- (8.17) **Government.** The student understands the process of changing the U.S. Constitution and the impact of amendments on American society. The student is expected to
- (B) describe the impact of 19th-century amendments including the 13th, 14th, and 15th amendments on life in the United States.
- (8.18) **Government.** The student understands the dynamic nature of the powers of the national government and state governments in a federal system. The student is expected to
- (B) describe historical conflicts arising over the issue of states' rights, including the Nullification Crisis and the Civil War.
- (8.20) **Citizenship.** The student understands the rights and responsibilities of citizens of the United States. The student is expected to
- (A) define and give examples of unalienable rights; and
 - (B) summarize rights guaranteed in the Bill of Rights.
- (8.22) **Citizenship.** The student understands the importance of the expression of different points of view in a democratic society. The student is expected to
- (B) describe the importance of free speech and press in a democratic society.

Objective 4—For Your Information

The following list contains some of the issues students must understand to respond to questions related to Objective 4:

- how representative institutions developed during the colonial period;
- how various historical documents influenced American political leaders during the colonial period as these leaders created the U.S. Constitution;
- how the U.S. Constitution and the Bill of Rights addressed colonial grievances listed in the Declaration of Independence;
- how the U.S. Constitution reflects the following principles:
 - limited government
 - republicanism
 - checks and balances
 - federalism
 - separation of powers
 - popular sovereignty
 - individual rights;
- how all U.S. citizens possess certain rights and responsibilities; and
- how the individual rights of U.S. citizens are protected.

Objective 4 Sample Items

- 1 Which of the following is a reason for the growth of representative government during the colonial period of American history?
- A Colonial governors had to be approved by legislative assemblies.
 - B* Great Britain was too far away to be involved in the everyday governing of the colonies.
 - C Colonial judges were nominated by governors and approved by the legislatures.
 - D Every male colonist was permitted to participate in local elections.

(8.3)(A)

Use the statements in the box and your knowledge of social studies to answer the following question.

- The Senate must ratify the appointment of Supreme Court justices.
- The president can veto bills passed by Congress.
- The Supreme Court can declare laws to be unconstitutional.

- 2 The statements above reflect which of the following constitutional principles?
- A* Checks and balances
 - B Federalism
 - C Popular sovereignty
 - D Majority rule

(8.16)(D)

3 The main reason the 13th, 14th, and 15th Amendments were added to the U.S. Constitution was to protect the rights of —

- A** women
- B** Native Americans
- C** children
- D*** African Americans

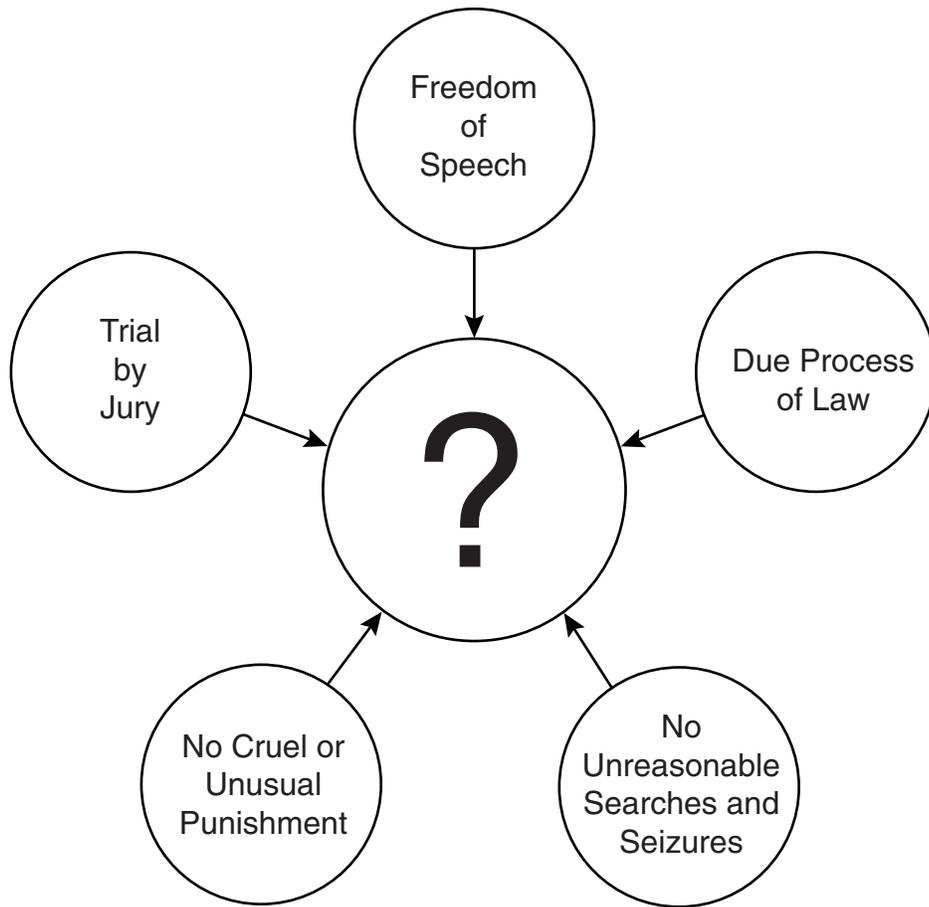
(8.17)(B)

4 South Carolina's passage of the Ordinance of Nullification in 1832 was based on the idea that —

- A** states were required to review proposed federal laws
- B** federal laws were always superior to state laws
- C*** states had the authority to ignore federal laws
- D** federal laws strengthened the sovereignty of states

(8.18)(B)

Use the diagram and your knowledge of social studies to answer the following question.



5 Which document belongs in the center circle?

- A Magna Carta
- B Declaration of Independence
- C Articles of Confederation
- D* Bill of Rights

(8.20)(B)

Use the speakers' statements and your knowledge of social studies to answer the following question.

Speaker 1: We can trust the government to always tell the truth.

Speaker 2: A well-informed electorate is necessary for representative government to succeed.

Speaker 3: Most people really don't care about politics, so I don't understand why we talk about it all the time.

Speaker 4: People should not criticize or second-guess Congress or the president. Our leaders know what is best.

6 Which speaker's statement reflects an understanding of the importance of the First Amendment's protection of freedom of the press?

- A Speaker 1
- B* Speaker 2
- C Speaker 3
- D Speaker 4

(8.22)(B)

Some eighth grade student expectations will be assessed at grades 8, 10, and exit level. The following items illustrate how one concept from one grade 8 student expectation might be assessed at all three grade levels.

(8.16) **Government.** The student understands the American beliefs and principles reflected in the U.S. Constitution and other important historic documents. The student is expected to

- (D) analyze how the U.S. Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights.

Grade 8 Example

One Principle of the U.S. Constitution

Checks and Balances
A system by which each branch of government limits the power of the other branches

Which of these is an example of the system of checks and balances?

- A Congress can regulate industry.
- B Governors can pardon federal prisoners.
- C* The president can veto bills passed by Congress.
- D The Supreme Court can impeach members of Congress.

Grade 10 Example

Which of the following is an example of checks and balances found in the U.S. Constitution?

- A The president can veto Supreme Court rulings.
- B* Congress must approve the appointment of federal judges.
- C Congress can pass laws.
- D The Supreme Court can impeach elected officials.

Exit Level Example

Which constitutional principle is illustrated in these headlines?

Senate Rejects
Treaty of Versailles

President Truman Vetoes
the Taft-Hartley Act

Supreme Court Declares
Minimum Wage Law
Unconstitutional

- A Federalism
- B Popular sovereignty
- C* Checks and balances
- D Individual rights

TAKS Social Studies Assessment—Grade 10, Objective 5

Objective 5 is the skills objective and consists of TEKS that focus on the use of critical-thinking skills to analyze social studies information. Critical-thinking skills are a major component of all portions of the state-mandated social studies curriculum. Social studies skills can and should be integrated into the teaching of the other four assessment objectives listed in this information booklet. The knowledge and skills statements and student expectations in this objective include a wide variety of strategies that students can employ to analyze and interpret written, visual, and statistical accounts of historical events. When teaching the student expectations in this objective, teachers should provide students with multiple opportunities to apply these strategies to both primary and secondary sources. It is only through the application of critical-thinking skills that students' understanding of American and world history is deepened.

Developing and reinforcing critical-thinking skills at this grade level provides students with the tools they will need to be successful on the exit level social studies assessment. Students should show competency in both social studies content and skills, one goal being to prepare them for further study beyond high school. By studying the curriculum listed in Objective 5, students will better understand how to apply critical-thinking skills to analyze both historical and current information.

Objective 5

The student will use critical thinking skills to analyze social studies information.

- (8.30) **Social studies skills.** The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to
- (A) [differentiate between, locate, and] use primary and secondary sources [such as computer software, databases, media and news services, biographies, interviews, and artifacts] to acquire information about the United States;
 - (D) identify points of view from the historical context surrounding an event and the frame of reference which influenced the participants; and
 - (F) identify bias in written, [oral,] and visual material.
- (WG8) **Geography.** The student understands how people, places, and environments are connected and interdependent. The student is expected to
- (B) compare ways that humans depend on, adapt to, and modify the physical environment using [local,] state, national, and international human activities in a variety of cultural and technological contexts (correlates with WH12B and WH12C).

(WG21) **Social studies skills.** The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to

(C) [construct and] interpret maps to answer geographic questions, infer geographic relationships, and analyze geographic change (correlates with WH11B and WH12C).

(WH25) **Social studies skills.** The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to

(C) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations [and predictions,] and drawing inferences and conclusions (correlates with WG21A).

(WH26) **Social studies skills.** The student communicates in written, oral, and visual forms. The student is expected to

(C) interpret [and create databases, research outlines, bibliographies, and] visuals including graphs, charts, timelines, and maps (correlates with WG21C).

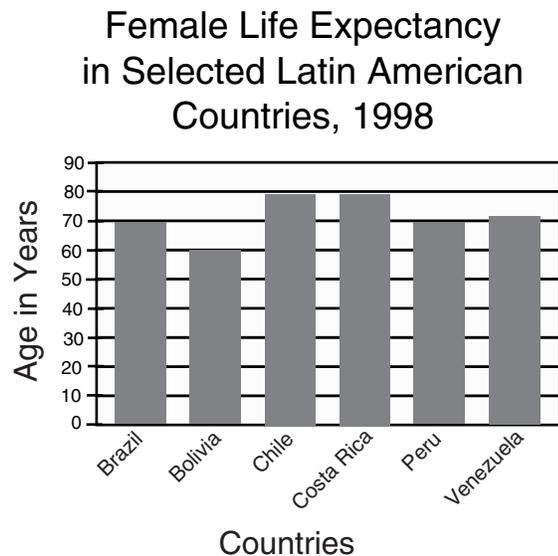
Objective 5—For Your Information

The following list contains some of the issues students must understand to respond to questions related to Objective 5:

- how to use primary and secondary sources to learn about history;
- how to analyze information by using the following critical-thinking strategies:
 - sequencing
 - categorizing
 - identifying cause-and-effect relationships
 - comparing and contrasting
 - finding the main idea
 - summarizing
 - making generalizations
 - making inferences and drawing conclusions;
- how to interpret information from visual sources such as graphs, charts, time lines, and maps;
- how to identify the different points of view that people in the past expressed about historical events; and
- how to identify bias in written and visual sources.

Objective 5 Sample Items

Use the graph and your social studies skills to answer the following question.



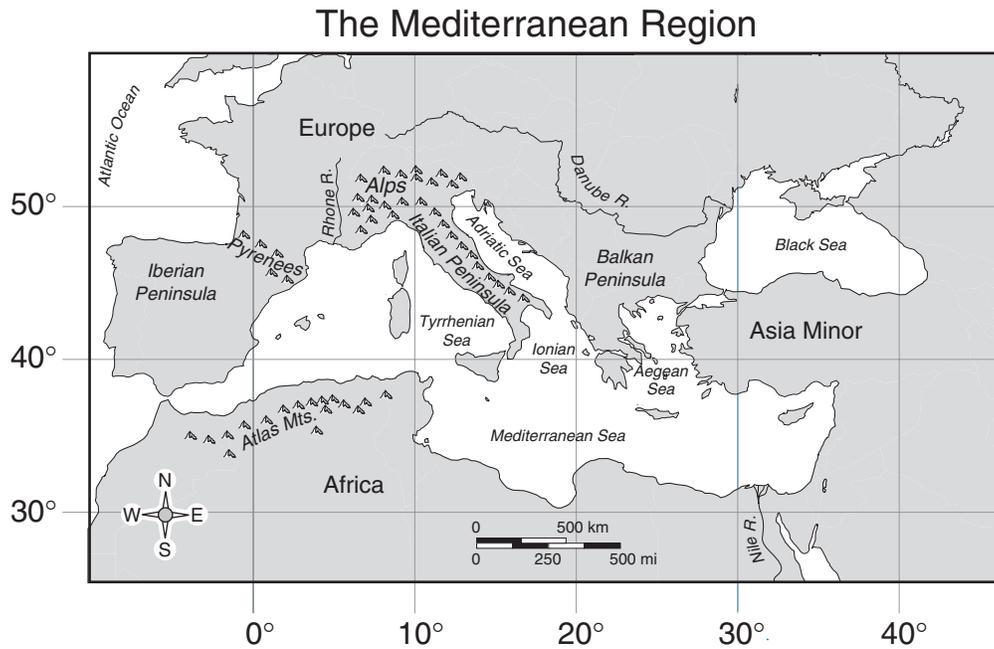
Source: Population Reference Bureau Data Sheet, 1998

- 1 Which of the following conclusions is best supported by this graph?
- A Chile has a larger female population than other Latin American countries do.
 - B The ratio of live births to deaths is basically the same in Brazil and Peru.
 - C* The life expectancy of women in Bolivia is lower than in other Latin American nations.
 - D The life expectancy of women is the same in Chile and Venezuela.

(WH25)(C)

This item measures World History Studies student expectation (WH25)(C). The correlating student expectation from World Geography Studies is (WG21)(A).

Use the map and your social studies skills to answer the following question.



2 Based on the map, which of the following is true?

- A The Black Sea is west of the Balkan Peninsula.
- B The Alps are located south of the Italian Peninsula.
- C The Nile River is in Asia Minor.
- D* The Atlas Mountains are in northern Africa.

(WH26)(C)

This item measures World History Studies student expectation (WH26)(C). The correlating student expectation from World Geography Studies is (WG21)(C).

Appendix: TAKS Correlation Guide

How to Read the World History Studies and World Geography Studies TAKS Correlation Guide

Texas high school students are required to earn three and one-half social studies credits to satisfy the Recommended High School Graduation Program. All students must earn one credit for completing the United States History Since Reconstruction course and one-half credit for completing the United States Government course. Students must also earn one credit each for completing the World Geography Studies course and the World History Studies course. Students are required to earn two and one-half social studies credits to satisfy the minimum graduation plan. However, students permitted to graduate by following the minimum graduation plan must earn one credit from one of the world studies courses in addition to the United States History Since Reconstruction course. Both the tenth grade assessment and the exit level assessment include TEKS from both World History Studies and World Geography Studies. Since high school students following the minimum graduation plan are not required to take both of these courses, the student expectations eligible for assessment from each course are grouped with one or more correlating student expectations from the other course. The object of the correlation system is to ensure that students who have taken either world studies course will be prepared to answer items developed from the World History Studies and World Geography Studies TEKS.

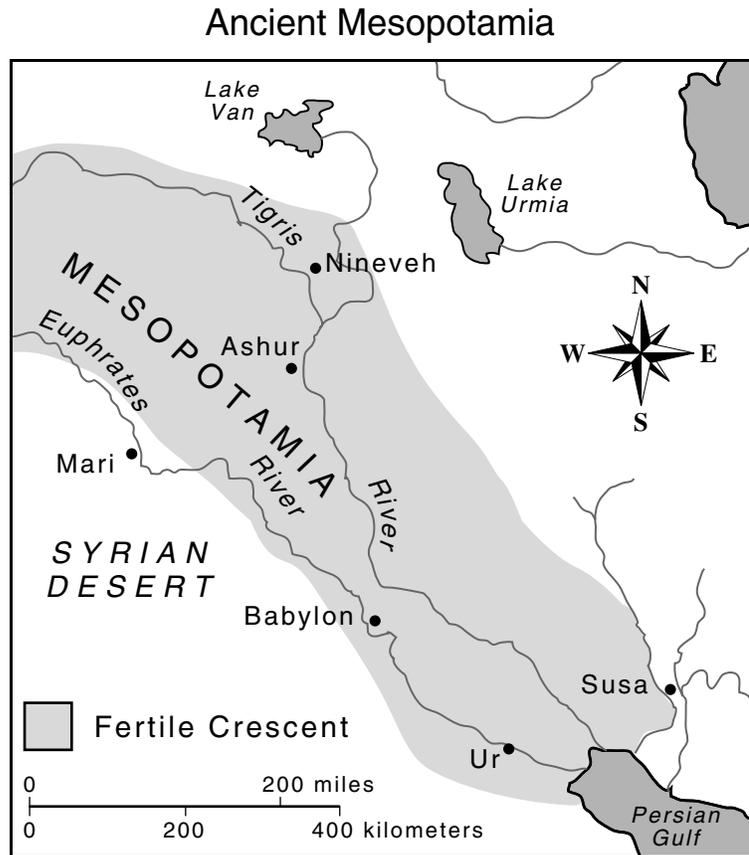
World History Studies and World Geography Studies TEKS knowledge and skills strands and student expectations are included in Objectives 2, 3, and 5 on the tenth grade assessment and the exit level assessment. For consistency, the World Geography Studies TEKS are listed in the left column, and the World History Studies TEKS are listed in the right column. A sample is illustrated below.

World Geography and World History Correlating TEKS

World Geography Studies Student Expectation	World History Studies Student Expectation
<p><i>(WG6) Geography. The student understands the types and patterns of settlement, the factors that affect where people settle, and processes of settlement development over time. The student is expected to</i></p> <p>(A) [locate settlements and] observe patterns in the size and distribution of cities using maps, graphics, and other information.</p>	<p><i>(WH26) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to</i></p> <p>(C) interpret [and create databases, research outlines, bibliographies, and] visuals including graphs, charts, timelines, and maps.</p>

This item measures World Geography Studies student expectation WG6A. The correlating student expectation from World History Studies for WG6A is WH26C. Students receiving instruction in either of these student expectations should be prepared to answer the item correctly.

Use the map and your knowledge of social studies to answer the following question.



- 00 Based on the map, what conclusion can be drawn regarding the locations of cities in ancient Mesopotamia?
- A They were along the shore of the Persian Gulf.
 - B They were clustered between Lake Urmia and Lake Van.
 - C They were located in the Syrian Desert.
 - D* They were located near the Tigris and Euphrates rivers.

World Geography Studies and World History Studies

TAKS Correlations Guide

The following TAKS Correlations Guide is offered as a resource to teachers who teach World Geography Studies and/or World History Studies. The knowledge and skills statements and student expectations for World Geography Studies TEKS are listed in the left-hand column, while the World History Studies TEKS are listed in the right-hand column. When preparing lesson plans or planning units around these TEKS, world geography and world history teachers should consider the correlating TEKS from the other course. Test items will be designed for these TEKS so that students taking either course should be prepared to respond.

Objective 2

The student will demonstrate an understanding of geographic influences on historical issues and events.

World Geography Student Expectation	World History Student Expectation
<p><i>(WG1) History. The student understands how geographic contexts (the geography of places in the past) and processes of spatial exchange (diffusion) influenced events in the past and helped to shape the present. The student is expected to</i></p> <p>(A) analyze the effects of physical and human geographic patterns and processes on events in the past [and describe their effects on present conditions, including significant physical features and environmental conditions that influenced migration patterns in the past and shaped the distribution of culture groups today];</p>	<p><i>(WH12) Geography. The student understands the impact of geographic factors on major historic events. The student is expected to</i></p> <p>(B) analyze the effects of physical and human geographic factors on major events in world history [such as the effects of the opening of the Suez Canal on world trade patterns].</p>

Objective 2 (continued)

The student will demonstrate an understanding of geographic influences on historical issues and events.

<p style="text-align: center;">World Geography Student Expectation</p>	<p style="text-align: center;">World History Student Expectation</p>
<p><i>(WG1) History. The student understands how geographic contexts (the geography of places in the past) and processes of spatial exchange (diffusion) influenced events in the past and helped to shape the present. The student is expected to</i></p> <p>(B) trace the spatial diffusion of a phenomenon and describe its effects on regions of contact such as the spread of bubonic plague, the diffusion and exchange of foods between the New and Old Worlds, [or the diffusion of American slang].</p>	<p><i>(WH11) Geography. The student uses geographic skills and tools to collect, analyze, and interpret data. The student is expected to</i></p> <p>(B) [pose and] answer questions about geographic distributions and patterns in world history shown on maps, graphs, charts, models, and databases.</p>
<p style="text-align: center;">World Geography Student Expectation</p>	<p style="text-align: center;">World History Student Expectation</p>
<p><i>(WG6) Geography. The student understands the types and patterns of settlement, the factors that affect where people settle, and processes of settlement development over time. The student is expected to</i></p> <p>(A) [locate settlements and] observe patterns in the size and distribution of cities using maps, graphics, and other information.</p>	<p><i>(WH26) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to</i></p> <p>(C) interpret [and create databases, research outlines, bibliographies, and] visuals including graphs, charts, timelines, and maps.</p>

Objective 2 (continued)

The student will demonstrate an understanding of geographic influences on historical issues and events.

World Geography Student Expectation	World History Student Expectation
<p><i>(WG21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to</i></p> <p>(C) [construct and] interpret maps to answer geographic questions, infer geographic relationships, and analyze geographic change.</p> <p>Note: This correlation will not be included on the exit level test.</p>	<p><i>(WH12) Geography. The student understands the impact of geographic factors on major historic events. The student is expected to</i></p> <p>(C) interpret historical [and contemporary] maps to identify and explain geographic factors [such as control of the Straits of Hormuz] that have influenced people and events in the past.</p>

Objective 2 (continued)

The student will demonstrate an understanding of geographic influences on historical issues and events.

World Geography Student Expectation	World History Student Expectation
<p><i>(WG19) Science, technology, and society. The student understands the impact of technology and human modifications on the physical environment. The student is expected to</i></p> <p>(A) evaluate the significance of major technological innovations, including fire, steam power, diesel machinery, and electricity that have been used to modify the physical environment.</p> <p><i>(WG20) Science, technology, and society. The student understands how technology affects definitions of, access to, and use of resources. The student is expected to</i></p> <p>(A) describe the impact of new technologies, [new markets, and revised perceptions of resources].</p>	<p><i>(WH23) Science, technology, and society. The student understands how major scientific and mathematical discoveries and technological innovations have affected societies throughout history. The student is expected to</i></p> <p>(A) give examples of [major mathematical and scientific discoveries and] technological innovations that occurred at different periods in history and describe the changes produced by these discoveries and innovations.</p>

Objective 3

The student will demonstrate an understanding of economic and social influences on historical issues and events.

World Geography Student Expectation	World History Student Expectation
<p><i>(WG5) Geography. The student understands how political, economic, and social processes shape cultural patterns and characteristics in various places and regions. The student is expected to</i></p> <p>(B) analyze political, economic, social, and demographic data to determine the level of development and standard of living in nations.</p>	<p><i>(WH14) Economics. The student understands the historic origins of contemporary economic systems. The student is expected to</i></p> <p>(C) compare the relationships between and among contemporary countries with differing economic systems.</p>
World Geography Student Expectation	World History Student Expectation
<p><i>(WG10) Economics. The student understands the distribution and characteristics of economic systems throughout the world. The student is expected to</i></p> <p>(C) compare the ways people satisfy their basic needs through the production of goods and services such as subsistence agriculture versus market-oriented agriculture or cottage industries versus commercial industries.</p>	<p><i>(WH14) Economics. The student understands the historic origins of contemporary economic systems. The student is expected to</i></p> <p>(C) compare the relationships between and among contemporary countries with differing economic systems.</p>

Objective 3 (continued)

The student will demonstrate an understanding of economic and social influences on historical issues and events.

World Geography Student Expectation	World History Student Expectation
<p><i>(WG18) Culture. The student understands the ways in which cultures change and maintain continuity. The student is expected to</i></p> <p>(A) describe the impact of general processes such as migration, war, trade, independent inventions, and diffusion of ideas and motivations on cultural change.</p> <p><i>Note: This correlation will not be included on the exit level test.</i></p>	<p><i>(WH1) History. The student understands traditional points of reference in world history. The student is expected to</i></p> <p>(B) identify changes that resulted from important turning points in world history such as the development of farming; [the Mongol invasions;] the development of cities; [the European age of exploration and colonization;] the scientific and industrial revolutions; the political revolutions of the 18th, 19th, and 20th centuries; and the world wars of the 20th century.</p>

Objective 5

The student will use critical thinking skills to analyze social studies information.

World Geography Student Expectation	World History Student Expectation
<p><i>(WG8) Geography. The student understands how people, places, and environments are connected and interdependent. The student is expected to</i></p> <p>(B) compare ways that humans depend on, adapt to, and modify the physical environment using [local,] state, national, and international human activities in a variety of cultural and technological contexts.</p>	<p><i>(WH12) Geography. The student understands the impact of geographic factors on major historic events. The student is expected to</i></p> <p>(B) analyze the effects of physical and human geographic factors on major events in world history [such as the effects of the opening of the Suez Canal on world trade patterns].</p> <p>(C) interpret historical [and contemporary] maps to identify and explain geographic factors [such as control of the Straits of Hormuz] that have influenced people and events in the past.</p>

Objective 5 (continued)

The student will use critical thinking skills to analyze social studies information.

World Geography Student Expectation	World History Student Expectation
<p><i>(WG21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to</i></p> <p>(C) [construct and] interpret maps to answer geographic questions, infer geographic relationships, and analyze geographic change.</p>	<p><i>(WH11) Geography. The student uses geographic skills and tools to collect, analyze, and interpret data. The student is expected to</i></p> <p>(B) [pose and] answer questions about geographic distributions and patterns in world history shown on maps, graphs, charts, models, and databases.</p> <p><i>(WH12) Geography. The student understands the impact of geographic factors on major historic events. The student is expected to</i></p> <p>(C) interpret historical [and contemporary] maps to identify and explain geographic factors [such as control of the Straits of Hormuz] that have influenced people and events in the past.</p>

Objective 5 (continued)

The student will use critical thinking skills to analyze social studies information.

<p style="text-align: center;">World Geography Student Expectation</p>	<p style="text-align: center;">World History Student Expectation</p>
<p><i>(WG21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to</i></p> <p>(A) use historical, geographic, and statistical information from a variety of sources such as databases, field interviews, media services, and questionnaires to answer geographic questions and infer geographic relationships;</p> <p><i>Note: This correlation will not be included on the exit level test.</i></p>	<p><i>(WH25) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to</i></p> <p>(C) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations [and predictions,] and drawing inferences and conclusions.</p>
<p style="text-align: center;">World Geography Student Expectation</p>	<p style="text-align: center;">World History Student Expectation</p>
<p><i>(WG21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to</i></p> <p>(C) [construct and] interpret maps to answer geographic questions, infer geographic relationships, and analyze geographic change.</p>	<p><i>(WH26) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to</i></p> <p>(C) interpret [and create databases, research outlines, bibliographies, and] visuals including graphs, charts, timelines, and maps.</p>

The Texas Education Agency maintains a website that hosts multiple products to assist educators in preparing for the Texas Assessment of Knowledge and Skills, or TAKS. The following page is an example from an instructional correlation guide. This document will assist educators in understanding the world geography and world history correlations tested at tenth grade and exit level, indicated in the first and second columns. Note that the third column offers examples of common concepts between world geography and world history, while the fourth column provides examples of clarifying instructional strategies. To download the complete document, plus many other products, consult the website at:

<http://socialstudies.tea.state.tx.us>

World Geography Studies and World History Studies

TAKS Correlations

Each student expectation listed from one of these world social studies courses is followed by a correlate student expectation from the other world social studies course. Each correlation contains common knowledge and skills. These correlations indicate how students taking either World Geography Studies or World History Studies will be prepared to demonstrate proficiency of the designated knowledge and skills statement.

Objective 3

The student will demonstrate an understanding of economic and social influences on historical issues and events.

<p>World Geography Student Expectation <i>(WG5) Geography. The student understands how political, economic, and social processes shape cultural patterns and characteristics in various places and regions. The student is expected to</i></p>	<p>World History Student Expectation <i>(WH14) Economics. The student understands the historic origins of contemporary economic systems. The student is expected to</i></p>	<p>Examples of Common Concepts in WG/WH Economic systems:</p> <ul style="list-style-type: none"> • characteristics of differing systems • levels of economic development • standard of living 	<p>Examples of Clarifying Strategies</p>
<p>(B) analyze political, economic, social, and demographic data to determine the level of development and standard of living in nations.</p>	<p>(C) compare the relationships between and among contemporary countries with differing economic systems.</p>		<ol style="list-style-type: none"> 1. Compare the three main types of contemporary economic systems based on a continuum of economic development from rural/agricultural to urban/industrial. Examples: –<i>Traditional</i>: the one-crop economy of Ghana –<i>Market</i>: the free-enterprise economy of the United States –<i>Command</i>: the government-managed economy of China 2. Compare/contrast the standard of living in each country based on: –per capita income –mortality rate/life span –literacy rate 3. Make generalizations about the relationships between and among economic systems, levels of economic development, and standard of living.