

World History Overview 2025-2026

Definitions

Overview– The content of this document provides an overview of the pacing and concepts covered in a subject for the year.

TEKS – Texas Essential Knowledge and Skills (TEKS) are the state standards for what students should know and be able to do.

Process Standards – The process standards describe ways in which students are expected to engage in the content. The process standards weave the other knowledge and skills together so that students may be successful problem solvers and use knowledge learned efficiently and effectively in daily life.

Unit Overview – The unit overview provides a brief description of the concepts covered in each unit.

Big Ideas and Essential Questions - Big ideas create connections in learning. They anchor all the smaller, isolated facts together in a unit. Essential questions (questions that allow students to go deep in thinking) should answer the big ideas. Students should not be able to answer Essential Questions in one sentence or less. Big ideas should be the underlying concepts, themes, or issues that bring meaning to content.

Concept – A subtopic of the main topic of the unit

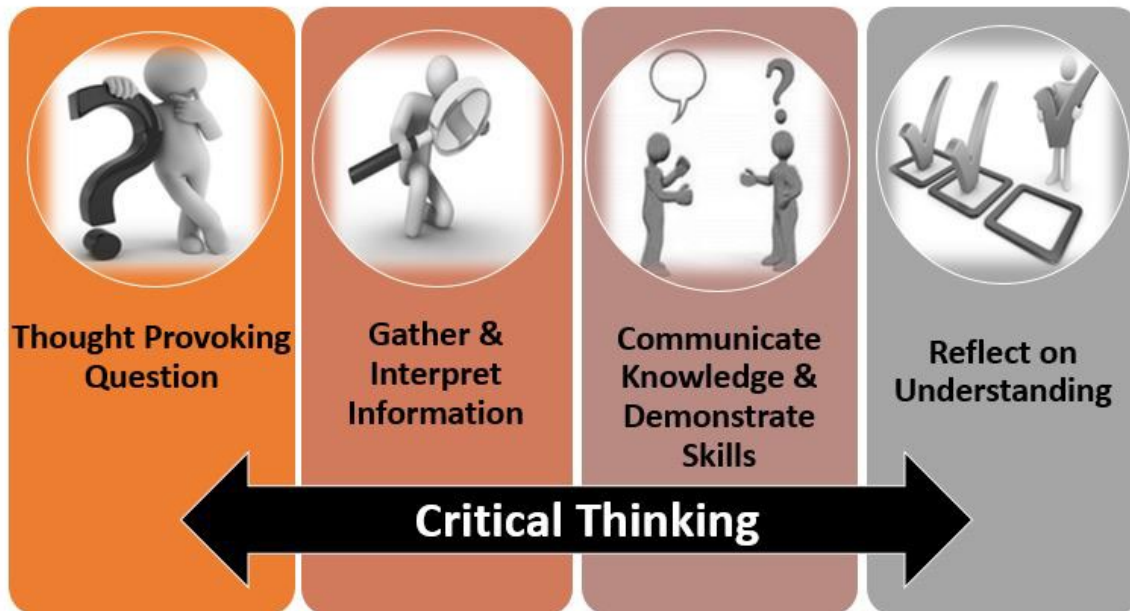
Instructional Model – The structures, guidelines or models in which students engage in a particular content that ensures understanding of that content.

Parent Supports

The following resources provide parents with ideas to support students' understanding

- [Active Classroom](#)
- [Britannica School](#)
- [Ebsco Host](#)
- [World Book](#)
- [Khan Academy](#)
- NewsELA ([Access through FBISD Clever Portal](#))

Social Studies Instructional Model



This model is an inquiry-based approach to learning Social Studies with a focus on critical thinking skills. Students start with a thought-provoking question, which frames the concept and flows throughout. After students make predictions based on the question, students will gather and interpret information to build his/her understanding of the standard(s) addressed by the question. Next, students will communicate the knowledge gained and demonstrate understanding by engaging in communication and application skills. Finally, students will reflect and assess their understanding.

Adopted Resources

[FBISD High School Resources](#)

Process Standards:

WH.28 The student understands how historians use historiography to interpret the past and applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology.

WH.29 The student uses geographic skills and tools to collect, analyze, and interpret data.

WH.30 The student communicates in written, oral, and visual forms.

WH.31 The student uses problem-solving and decision-making skills, working independently and with others.

Grading Period 1		
Unit 1 – Beginnings of Civilizations		
Estimated Date Range: 08/12-08/29		
Assessments		
State Assessments N/A	District Assessments N/A	Common Formative Assessments (CFAs) N/A
<p>Unit Overview: In this two-concept unit, students will study the Neolithic Revolution, characteristics of civilizations, and River Valley civilizations. The major focus of this unit is that students build an understanding of how the Neolithic Revolution made it possible for human beings to establish permanent settlements and civilized societies.</p> <p>Big Ideas:</p> <ul style="list-style-type: none">Patterns of change and continuity can be observed across time and place.Human societies are more similar than they are different. <p>Thought Provoking Questions</p> <ul style="list-style-type: none">How are we impacted by the past?How does where you live impact how you live?		
Concepts within Unit 1		TEKS
Concept #1: Neolithic Revolution & Characteristics of Civilization		WH.1A, WH.2A, WH.2B, WH.16A, WH.23A
Concept #2: River Valley Civilizations		WH.1A, WH.15B, WH.18A, WH.19B, WH.21A, WH.26A
Unit 2 – Classical Civilizations		
Estimated Date Range: 09/02-09/25		
Assessments		
State Assessments N/A	District Assessments N/A	Common Formative Assessments (CFAs) N/A
<p>Unit Overview: In this four-concept unit, students will study the classical period of India, China, Greece, Persia, and Rome. The major focus of this unit is that students build an understanding of the unique features, contributions, and cultures of classical period civilizations.</p> <p>Big Ideas:</p> <ul style="list-style-type: none">Values and cultures are passed from generation to generation.Eras are periods of time, classified by like or related events and issues.Eras are periods of time, classified by like or related events and issues. <p>Thought Provoking Questions</p> <ul style="list-style-type: none">Why do things get passed down from generation to generation?Can an empire/civilization change the world?Why do things get passed down from generation to generation?		

Concepts within Unit 2	TEKS
Concept #1: Classical East-India & China	WH.1B, WH.3A, WH.4I, WH.22B, WH.24A, WH.26A
Concept #2: Classical West-Greece & Persia	WH.1B, WH.2C, WH.3A, WH.18B, WH.19A, WH.20B, WH.21B, WH.24B, WH.26A, WH.26E
Concept #3: Classical West-Rome	WH.1B, WH.3A, WH.19A, WH.20B, WH.21B, WH.22A, WH.22B, WH.24B, WH.26A
Concept #4: Fall of Rome & the Byzantine Empire	WH.1C, WH.3B, WH.3C, WH.4A, WH.15A, WH.15C, WH.18B, WH.19B

Unit 3 - Post-Classical Era - Spread of Civilization in Asia

Grading Period 1 Estimated Date Range: 09/29-10/10

Assessments		
State Assessments N/A	District Assessments N/A	Common Formative Assessments (CFAs) U3 C1 World Religions Window 09/30-10/01

Unit Overview: In this three-concept unit, students will study the post-classical period of Asia and Africa. The major focus of this unit is that students build an understanding of how events, figures, and cultural features of the post-classical period changed world history.

Big Ideas:

- A shift in the global balance of power creates different dynamics between nations.
- Values and culture are spread by exploration and contact with other societies.
- Turning points help define major eras in history, some are so significantly they change the world.

Thought Provoking Questions

- Can you be powerful one day, but not the next?
- How far can an idea spread?
- How can technological innovations help overcome geographic limitations?

Concepts within Unit 3	TEKS
Concept #1: Post-Classical China & the Mongols	WH.1C, WH.1D, WH.4G, WH.4J, WH.7E, WH.26A
Concept #2: Spread of Islam and Ideas	WH.1C, WH.4C, WH.4D, WH.4E, WH.4I, WH.15B, WH.22B, WH.22C, WH.26A
Concept #3: Ottoman Empire	WH.1D, WH.7D, WH.22C, WH.25A

Grading Period 2

Unit 4 – Post-Classical Era – The Medieval Period in Europe

Estimated Date Range: 10/21-11/07

Assessments		
State Assessments N/A	District Assessments N/A	Common Formative Assessments (CFAs) N/A

Unit Overview: In this two-concept unit, students will study the fall of Rome, rise of the Byzantine Empire, Medieval Europe, and the Crusades period. The major focus of this unit is that students build an understanding of how the fall of Rome led to the Middle Ages in Europe and how the Crusades and other factors served to bring Europe out of the Middle Ages.

Big Ideas:

- Turning points help define major eras in history, some are so significant they change the world.
- Eras are periods of time, classified by like or related events and issues.
- Trade, war, and migration create spatial diffusion and have far-reaching effects on the regions of contact.

Thought Provoking Questions

- When do you know a turning point has occurred?
- What does the name of an era tell us about an era?
- What is the last impact of war on a region?

Concepts within Unit 4	TEKS
Concept #1: Medieval Europe	WH.1C, WH.4A, WH.4B, WH.4F, WH.18B, WH.19B, WH.20B
Concept #2: Crusades & Culture	WH.4D, WH.4F, WH.15A, WH.22C

Grading Period 2 and 3

Unit 5 – The First Global Age

Estimated Date Range: 11/10-01/16

Note: This unit spans two grading periods (19 days in GP2 and 7 days in GP3)

State Assessments	Assessments	Common Formative Assessments (CFAs)
N/A	District Assessments N/A	U5 C1 Exploration Window 11/19-11/21

Unit Overview: In this three-concept unit, students will study European exploration, the Renaissance and Reformation, and the Scientific Revolution and Enlightenment. The major focus of this unit is that students build an understanding of how this period brought about many social, economic, and political changes in a newly interconnected world.

Big Ideas:

- Values and culture are spread by exploration and contact with other societies.
- Turning points help define major eras in history; some are so significant they change the world.

Thought Provoking Questions

- How do people from one place influence people in another place?
- Can one point in time change things forever?
- When do you know a turning point has occurred?

Concepts within Unit 5	TEKS
Concept #1: Exploration & Exchange	WH.1D, WH.4H, WH.6A, WH.6B, WH.7A, WH.7B, WH.7C, WH.7F, WH.26B
Concept #2: Renaissance & Reformation	WH.1D, WH.5A, WH.5B, WH.23B, WH.24C, WH.25A, WH.26C
Concept #3: Scientific Revolution & Enlightenment	WH.1E, WH.9D, WH.19C, WH.20B, WH.20C, WH.26D, WH.26E

Grading Period 3		
Unit 6 – From Absolutism to Revolution Estimated Date Range: 01/20-02/13		
State Assessments N/A	Assessments District Assessments N/A	Common Formative Assessments (CFAs) U6 C2 Industrial Revolution Window 2/6-2/10
Unit Overview: In this two-concept unit, students will study political revolutions in the United States, England, France, and Latin America, and the Industrial Revolution. The major focus of this unit is that students build an understanding of how these revolutions brought about many social, economic, and political changes.		
Big Ideas: <ul style="list-style-type: none"> All conflicts and revolutions have political, social, and economic causes and effects. Turning points help define major eras in history, some are so significant they change the world. 		
Thought Provoking Questions <ul style="list-style-type: none"> What are the causes and effects of conflict? When do you know a turning point has occurred? 		
Concepts within Unit 6		TEKS
Concept #1: Political Revolutions		WH.1E, WH.9A, WH.9B, WH.9C, WH.9D, WH.19A, WH.19B, WH.20B, WH.21A
Concept #2: Industrial Revolution		WH.1E, WH.8D, WH.27A
Unit 7 – Industrialization and the New Global Age Estimated Date Range: 02/17-03/05		
State Assessments TELPAS Window 02/16-03/27	Assessments District Assessments N/A	Common Formative Assessments (CFAs) N/A
Unit Overview: In this two-concept unit, students will study industrialization and imperialism. The major focus of this unit is that students build an understanding of the motivations behind and impacts of these events.		
Big Ideas: <ul style="list-style-type: none"> All revolutions have political, social, and economic causes and effects. A shift in the global balance of power creates different dynamics between nations. 		

Thought Provoking Questions

- What are the causes and effects of change in a society?
- What and/or who gives a country power?

Concepts within Unit 7	TEKS
Concept #1: Industrialization & Changing Societies	WH.1E, WH.8A, WH.16.B, WH.17A, WH.17B, WH.17C, WH.23A, WH.23B, WH.27E
Concept #2: The Rise of Imperialism	WH.1E, WH.8B, WH.8C, WH.15B, WH.27B

Grading Period 3 and 4		
Unit 8 – World Wars and Revolutions		
Grading Period 4 Estimated Date Range: 03/09-04/10		
Assessments		
State Assessments STAAR English II EOC 04/09 TELPAS Window 02/26-03/27	District Assessments N/A	Common Formative Assessments (CFAs) N/A
Unit Overview: In this three-concept unit, students will study World War I, the world between the world wars, and World War II. The major focus of this unit is that students build an understanding of the social, political, and economic impacts of the period of the world wars.		
Big Ideas: <ul style="list-style-type: none">All conflicts and revolutions have political, social, and economic causes and effects.Patterns of change and continuity can be observed across time and place.All conflicts and revolutions have political, social, and economic causes and effects.		
Thought Provoking Questions <ul style="list-style-type: none">Does conflict bring about change?How do events from one-time period influence events in later time-periods?What are the causes and effects of conflict?		
Concepts within Unit 8	TEKS	
Concept #1: World War I	WH.1F, WH.10A, WH.10B, WH.10C, WH.10D, WH.15A, WH.15C, WH.19D, WH.27C	
Concept #2: The World Between the Wars	WH.1F, WH.11A, WH.11B, WH.12A, WH.12B, WH.17B, WH.17C, WH.17D, WH.18B, WH.21C, WH.23A	
Concept #3: World War II	WH.1F, WH.12B, WH.12C, WH.15A, WH.15C, WH.19D, WH.21A, WH.21D, WH.27C, WH.27E	
Grading Period 4		
Unit 9 – Cold War and Decolonization		
Estimated Date Range: 04/13-05/05		
Assessments		
State Assessments N/A	District Assessments N/A	Common Formative Assessments (CFAs) U9 C1 & C2 Cold War Window 04/20-04/22
Unit Overview: In this four-concept unit, students will study the Cold War and decolonization period. The major focus of this unit is that students build an understanding of how the Cold War period impacted social, economic, and political changes around the world.		

Big Ideas:

- All conflicts and revolutions have political, social, and economic causes.
- All conflicts and revolutions have political, social, and economic causes and effects.
- All conflicts and revolutions have political, social, and economic causes and effects.
- Turning points help define major eras in history, some are so significant they change the world.

Thought Provoking Questions

- Can conflicts be avoided?
- What are the causes and effects of change in a society?
- What are the causes and effects of conflict?
- When do you know a turning point has occurred?

Concepts within Unit 9	TEKS
Concept #1: Cold War Begins	WH.1F, WH.13A, WH.13B, WH.13C, WH.27C
Concept #2: Decolonization	WH.1F, WH.13E, WH.13F, WH.21C, WH.21E, WH.23B
Concept #3: The Cold War Conflicts	WH.13C, WH.27C
Concept #4: End of the Cold War	WH.13C, WH.13D, WH.17E, WH.20A

Unit 10 – The World Today

Estimated Date Range: 05/06-05/28

Assessments		
State Assessments N/A	District Assessments N/A	Final Exams 05/26-05/28

Unit Overview: In this two-concept unit, students will study globalization and the challenges of a globalized world. The major focus of this unit is that students build an understanding of how globalization has impacted the world and presented new challenges.

Big Ideas:

- Complex relationships of cause and effect exist among people, their environments, and historical and contemporary actions.

Thought Provoking Questions

- What are the causes and effects of globalization?

Concepts within Unit 10	TEKS Add link to TEKS
Concept #1: Globalization	WH.1F, WH.16C, WH.21F, WH.25B, WH.27D
Concept #2: Challenges of a Globalized World	WH.14A, WH.14B, WH.14C, WH.20B, WH.21D, WH.24D