# World History Overview 2019-2020

## Definitions

**Overview** – The content in 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 model 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

- [Discovery Education](#)
- [Britannica School](#)
- [Ebsco Host](#)
- [Maps 101](#)
- [World Book](#)
- [Khan Academy](#)
- [NewsELA (Access through FBISD Clever Portal)](#)
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: August 14 – September 4

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.
Big Ideas:
- Patterns of change and continuity can be observed across time and place.
- Human societies are more similar than they are different.

Thought Provoking Questions
- How are we impacted by the past?
- Are we more similar than we are different?

<table>
<thead>
<tr>
<th>Concepts within Unit 1</th>
<th>TEKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept #1: Neolithic Revolution &amp; Characteristics of Civilization</td>
<td>WH.1A, WH.2B, WH.16A, WH.23A</td>
</tr>
<tr>
<td>Concept #2: River Valley Civilizations</td>
<td>WH.1A, WH.2A, WH.15B, WH.18A, WH.19B, WH.21A, WH.26A</td>
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Unit 2 – Classical Civilizations
Estimated Date Range: September 5 – October 3

Unit Overview: In this three-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.

Big Ideas:
- 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.
- Eras are periods of time, classified by like or related events and issues.

Thought Provoking Questions
- Can a dynasty change a nation?
- How do people from one place influence people in another place?
- Why do things get passed down from generation to generation?

<table>
<thead>
<tr>
<th>Concepts within Unit 2</th>
<th>TEKS</th>
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</thead>
<tbody>
<tr>
<td>Concept #1: Classical East-India &amp; China</td>
<td>WH.1B, WH.2C, WH.3A, WH.4I, WH.21A, WH.22B, WH.24A, WH.26A</td>
</tr>
<tr>
<td>Concept #3: Classical West-Rome</td>
<td>WH.1B, WH.3A, WH.20B, WH.21B, WH.22A, WH.22B, WH.24B, WH.26A</td>
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Unit 3 - Post-Classical Era - Spread of Civilization in Asia

Grading Period 1 Estimated Date Range: October 4 – October 10
Grading Period 2 Estimated Date Range: October 15 – October 28

Note: This unit spans two grading periods

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.
- Technological innovations help overcome geographic limitations.
**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?

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<thead>
<tr>
<th>Concepts within Unit 3</th>
<th>TEKS</th>
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<tbody>
<tr>
<td>Concept #1: Post-Classical China &amp; the Mongols</td>
<td>WH.1C, WH.1D, WH.4G, WH.4J, WH.7E, WH.23A, WH.24A, WH.26A</td>
</tr>
<tr>
<td>Concept #2: Africa, Islam, Gold, &amp; Salt</td>
<td>WH.1C, WH.4C, WH.4D, WH.4I, WH.15B, WH.22B, WH.22C, WH.26A</td>
</tr>
<tr>
<td>Concept #3: Rise of the Gunpowder Empires</td>
<td>WH.1D, WH.4E, WH.7D, WH.22C, WH.23A, WH.25A</td>
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</tbody>
</table>

**Grading Period 2**

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

Estimated Date Range: October 29 – November 22

**Unit Overview:** In this three-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:**
- Societies develop certain organizational structures.
- Societies organize the production and distribution of goods and services to meet their needs.
- Trade, war, and migration create spatial diffusion and have far-reaching effects on the regions of contact.

**Thought Provoking Questions**

- What structures do societies need to function?
- How do societies meet their needs?
- What is the last impact of war on a region?

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<thead>
<tr>
<th>Concepts within Unit 4</th>
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<tbody>
<tr>
<td>Concept #1: Fall of Rome &amp; Byzantine Empire</td>
<td>WH.1C, WH.3B, WH.3C, WH.4A, WH.15A, WH.15C, WH.18B, WH.19B</td>
</tr>
<tr>
<td>Concept #2: Medieval Europe</td>
<td>WH.1C, WH.3B, WH.4A, WH.4B, WH.4F, WH.18B, WH.19B, WH.20B</td>
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<tr>
<td>Concept #3: Crusades &amp; Culture</td>
<td>WH.4F, WH.15A, WH.22C</td>
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**Unit 5 – The First Global Age**

Grading Period 2 Estimated Date Range: December 2 – December 13

Grading Period 3 Estimated Date Range: January 7 – January 17

**Note:** This unit spans two grading periods

**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

<table>
<thead>
<tr>
<th>Concept #1: Exploration &amp; Exchange</th>
<th>TEKS</th>
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</thead>
<tbody>
<tr>
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<td>WH.1D, WH.4H, WH.6A, WH.6B, WH.7A, WH.7B, WH.7C, WH.7F, WH.26B</td>
</tr>
<tr>
<td>Concept #2: Renaissance &amp; Reformation</td>
<td>WH.1D, WH.5A, WH.5B, WH.23B, WH.24C, WH.25A, WH.26C</td>
</tr>
<tr>
<td>Concept #3: Scientific Revolution &amp; Enlightenment</td>
<td>WH.1E, WH.9D, WH.19C, WH.20B, WH.20C, WH.26D, WH.26E</td>
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### Grading Period 3

**Unit 6 – From Absolutism to Revolution**
Estimated Date Range: January 21 – February 13

**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:**
- Turning points help define major eras in history; some are so significant they change the world.

**Thought Provoking Questions**
- Can one point in time change things forever?
- When do you know a turning point has occurred?

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<thead>
<tr>
<th>Concepts within Unit 6</th>
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<tbody>
<tr>
<td>Concept #1: Political Revolutions</td>
<td>WH.1E, WH.9A, WH.9B, WH.9C, WH.9D, WH.19A, WH.19B, WH.20B, WH.21A</td>
</tr>
<tr>
<td>Concept #2: Industrial Revolution</td>
<td>WH.1E, WH.8D, WH.27A</td>
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**Unit 7 – Industrialization and the New Global Age**
Estimated Date Range: February 18 – March 6

**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:**
- 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?

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<thead>
<tr>
<th>Concepts within Unit 7</th>
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<tbody>
<tr>
<td>Concept #2: The Rise of Imperialism</td>
<td>WH.1E, WH.8B, WH.8C, WH.15B, WH.27B</td>
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# Grading Period 4

## Unit 8 – World Wars and Revolutions

**Estimated Date Range:** March 16 – April 20

**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:
- All conflicts and revolutions have political, social, and economic causes and effects.
- A shift in the global balance of power creates different dynamics between nations.
- All conflicts and revolutions have political, social, and economic causes and effects.

### Thought Provoking Questions
- Does conflict bring about change?
- Can you be powerful one day, but not the next?
- Does conflict bring about change?

### Concepts within Unit 8

| 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 |

## Unit 9 – Cold War and Decolonization

**Estimated Date Range:** April 21 – May 7

**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.
- Key people influence societies and bring about change.
- 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
- At what point do our differences outweigh our similarities?
- Can citizens change the world?
- What purpose does a conflict serve?
- When do you know a turning point has occurred?

### Concepts within Unit 9

| Concept #1: Cold War Begins                  | WH.1F, WH.13A, WH.13B, WH.13C, WH.27C |

Unit 10 – The World Today
Estimated Date Range: May 8 – May 21

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:
- Converging societies experience both conflict and compromise.
- Governmental policies (or the lack of policies) sometimes have unintended consequences.

Thought Provoking Questions
- What happens to culture when multiple societies collide?
- How are societies around the world impacted by governmental policies (or the lack of policies)?

Concepts within Unit 10

<table>
<thead>
<tr>
<th>Concept #1: Globalization</th>
<th>TEKS Add link to TEKS</th>
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<tbody>
<tr>
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<td>WH.1F, WH.16C, WH.21F, WH.25B, WH.27D</td>
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<table>
<thead>
<tr>
<th>Concept #2: Challenges of a Globalized World</th>
<th>TEKS Add link to TEKS</th>
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<tbody>
<tr>
<td></td>
<td>WH.14A, WH.14B, WH.14C, WH.20B, WH.21D, WH.24D</td>
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