### 1st Nine Weeks
August 28-October 20
8 Weeks
39 Student days/46 Teacher Days
9 Weeks Exam: October 16-20

- **Unit 1:** Early Civilizations: The Middle East and Egypt (11 days)
- **Unit 2:** Early Civilizations: India, China and the Americas (12 days)
- **Unit 3:** Classical Civilizations: Greece and Rome (13 days)

### 2nd Nine Weeks
October 23-December 15
7 Weeks
34 Student Days/35 Teacher Days
9 Weeks Exam: December 11-15

- **Unit 4:** Medieval Europe, the Muslim World and Africa (19 days)
- **Unit 5:** Civilizations of Asia and the Renaissance & Reformation (15 days)

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Refer to instructional timelines when planning units of instruction.
See list of Ongoing Process TEKS that should be embedded in all Units of Instruction. ALL Process TEKS are eligible for incorporating into the assessment of at least 40% of Content TEKS.

**STAAR Standard Key:**
- Blue = STAAR Readiness Standard
- Yellow = STAAR Supporting Standard
- **Bold** = Highest Stakes TEKS (greatest need)
- *Italics* = High Stakes TEKS

<table>
<thead>
<tr>
<th>Unit 1: Early Civilizations: The Middle East and Egypt (11 days)</th>
<th>Unit 4: Medieval Europe, the Muslim World and Africa (19 days)</th>
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<tbody>
<tr>
<td><strong>TEKS/SEs</strong></td>
<td><strong>TEKS/SEs</strong></td>
</tr>
<tr>
<td><strong>1C</strong> identify major causes and describe the major effects of the following important turning points in world history from 600 to 1450: the spread of Christianity, the decline of Rome and the formation of medieval Europe; the development of Islamic caliphaties and their impact on Asia, Africa, and Europe; the Mongol invasions and their impact on Europe, China, India, and Southwest Asia;</td>
<td><strong>1D</strong> identify major causes and describe the major effects of the following important turning points in world history from 1450 to 1750: the rise of the Ottoman Empire, the influence of the Ming dynasty on world trade, European exploration and the Columbian Exchange, European expansion, and the Renaissance and the Reformation;</td>
</tr>
<tr>
<td><strong>2A</strong> summarize the impact of the development of farming (Neolithic</td>
<td><strong>3B</strong> explain the impact of the fall of Rome on Western Europe; and</td>
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<tr>
<td></td>
<td><strong>4A</strong> explain the development of Christianity as</td>
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Revision Date: 2017-2018
|Revolution) on the creation of river valley civilizations;  
| 2B identify the characteristics of civilization; and  
| 16B analyze the influence of human and physical geographic factors on major events in world history, including the development of river valley civilizations, trade in the Indian Ocean, and the opening of the Panama and Suez canals; and  
| 17A identify important changes in human life caused by the Neolithic Revolution and the Industrial Revolution;  
| 17B summarize the role of economics in driving political changes as related to the Neolithic Revolution and the Industrial Revolution; and  
| 19B identify the characteristics of the following political systems: theocracy, absolute monarchy, democracy, republic, oligarchy, limited monarchy, and totalitarianism.  
| 20B identify the impact of political and legal ideas contained in the following documents: Hammurabi’s Code, the Jewish Ten Commandments, Justinian’s Code of Laws, Magna Carta, the English Bill of Rights, the Declaration of Independence, the U.S. Constitution, and the Declaration of the Rights of Man and of the Citizen;  
| 22A summarize the development of the rule of law from ancient to modern times;  
| 22B identify the influence of ideas regarding the right to a “trial by a jury of your peers” and the concepts of “innocent until proven guilty” and “equality before the law” that originated from the Judeo-Christian legal  

| a unifying social and political factor in medieval Europe and the Byzantine Empire;  
| 4B explain the characteristics of Roman Catholicism and Eastern Orthodoxy;  
| 4C describe the major characteristics of and the factors contributing to the development of the political/social system of feudalism and the economic system of manorialism;  
| 4D explain the political, economic, and social impact of Islam on Europe, Asia, and Africa;  
| 4E describe the interactions among Muslim, Christian, and Jewish societies in Europe, Asia, and North Africa;  
| 4G explain how the Crusades, the Black Death, the Hundred Years’ War, and the Great Schism contributed to the end of medieval Europe;  
| 4K summarize the changes resulting from the Mongol invasions of Russia, China, and the Islamic world.  
| 7D explain the impact of the Ottoman Empire on Eastern Europe and global trade;  
| 16C interpret maps, charts, and graphs to explain how geography has influenced people and events in the past.  
| 20C explain the political philosophies of individuals such as John Locke, Thomas Hobbes, Voltaire, Charles de Montesquieu, Jean Jacques Rousseau, Thomas Aquinas, John Calvin, Thomas Jefferson, and William Blackstone; and  
| 25D explain how Islam influences law and government in the Muslim world.  

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### Unit 2: Early Civilizations: India, China and the Americas (12 days)

- **TEKS/SEs**

  1A. Identify major causes and describe the major effects of the following events from 8000 BC to 500 BC: the development of agriculture and the development of the river tradition and in Greece and Rome;

  23B. Identify examples of religious influence on various events referenced in the major eras of world history.

  24B. Describe the major influences of women such as Elizabeth I, Queen Victoria, Mother Teresa, Indira Gandhi, Margaret Thatcher, and Golda Meir during major eras of world history.

  29A. Identify methods used by archaeologists, anthropologists, historians, and geographers to analyze evidence;

  29B. Explain how historians, when examining sources, analyze frame of reference, historical context, and point of view to interpret historical events;

  29G. Construct a thesis on a social studies issue or event supported by evidence; and

  30A. Use social studies terminology correctly;

  30B. Use standard grammar, spelling, sentence structure, and punctuation;

  31A. Use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and

### Unit 5: Civilizations of Asia and the Renaissance & Reformation (15 days)

- **TEKS/SEs**

  1E. Identify major causes and describe the major effects of the following important turning points in world history from 1750 to 1914: the Scientific Revolution, the Industrial Revolution and its impact on the development of modern economic systems, European imperialism, and the Enlightenment's impact on political revolutions; and

  3A. Describe the major political, religious/philosophical, and cultural influences of Persia, India, China, Israel, Greece, and Rome, including the development of monotheism, Judaism, and Christianity;

  4F. Describe the interactions between Muslim and Hindu societies in South Asia;

  4H. Summarize the major political, economic, and cultural developments in Tang and Song China and their impact on Eastern Asia;

  5A. Explain the political, intellectual, artistic, economic, and religious impact of the Renaissance; and

  5B. Explain the political, intellectual, artistic, economic, and religious impact of the Reformation.

  7E. Explain Ming China's impact on global trade; and

  26A. Identify significant examples of art and architecture that demonstrate an artistic ideal or visual principle from selected cultures;

  27A. Identify the origin and diffusion of major ideas in mathematics, science, and technology that occurred in river valley
<table>
<thead>
<tr>
<th>Beaumont ISD</th>
<th>WorldHistory</th>
<th>Year at Glance (YAG)</th>
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<tbody>
<tr>
<td>valley civilizations;</td>
<td>civilizations, classical Greece and Rome, classical India, and the Islamic caliphates between 700 and 1200 and in China from the Tang to Ming dynasties;</td>
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<tr>
<td><strong>1B</strong> identify major causes and describe the major effects of the following events from 500 BC to AD 600: the development of the classical civilizations of Greece, Rome, Persia, India (Maurya and Gupta), China (Zhou, Qin, and Han), and the development of major world religions;</td>
<td><strong>27C</strong> explain the impact of the printing press on the Renaissance and the Reformation in Europe;</td>
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<tr>
<td><strong>2C</strong> explain how major river valley civilizations influenced the development of the classical civilizations.</td>
<td><strong>27D</strong> describe the origins of the Scientific Revolution in 16th century Europe and explain its impact on scientific thinking worldwide;</td>
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<tr>
<td><strong>3A</strong> describe the major political, religious/philosophical, and cultural influences of Persia, India, China, Israel, Greece, and Rome, including the development of monotheism, Judaism, and Christianity;</td>
<td><strong>29H</strong> use appropriate reading and mathematical skills to interpret social studies information such as maps and graphs.</td>
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<td><strong>4J</strong> analyze how the Silk Road and the African gold-salt trade facilitated the spread of ideas and trade; and</td>
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<tr>
<td><strong>6A</strong> compare the major political, economic, social, and cultural developments of the Maya, Inca, and Aztec civilizations and explain how prior civilizations influenced their development; and</td>
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<tr>
<td><strong>15A</strong> create and interpret thematic maps, graphs, and charts to demonstrate the relationship between geography and the historical development of a region or nation; and</td>
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<tr>
<td><strong>19A</strong> identify the characteristics of monarchies and theocracies as forms of government in early civilizations; and</td>
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<tr>
<td><strong>25A</strong> summarize the fundamental ideas and institutions of Eastern civilizations that originated in China and India;</td>
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<tr>
<td><strong>26B</strong> analyze examples of how art,</td>
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architecture, literature, music, and drama reflect the history of the cultures in which they are produced; and

27A identify the origin and diffusion of major ideas in mathematics, science, and technology that occurred in river valley civilizations, classical Greece and Rome, classical India, and the Islamic caliphates between 700 and 1200 and in China from the Tang to Ming dynasties;

27B summarize the major ideas in astronomy, mathematics, and architectural engineering that developed in the Maya, Inca, and Aztec civilizations;

29C explain the differences between primary and secondary sources and examine those sources to analyze frame of reference, historical context, and point of view;

29F analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time;

Unit 3: Classical Civilizations: Greece and Rome (13 days)
• TEKS/SEs

3C compare the factors that led to the collapse of Rome and Han China.

20A explain the development of democratic-republican government from its beginnings in the Judeo-Christian legal tradition and classical Greece and Rome through the English Civil War and the
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<tr>
<td>Enlightenment;</td>
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<tr>
<td><strong>21B</strong> describe the rights and responsibilities of citizens and noncitizens in civic participation throughout history; and</td>
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<tr>
<td><strong>23A</strong> describe the historical origins, central ideas, and spread of major religious and philosophical traditions, including Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and the development of monotheism; and</td>
<td></td>
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<tr>
<td><strong>24A</strong> describe the changing roles of women, children, and families during major eras of world history; and</td>
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<tr>
<td><strong>25B</strong> summarize the fundamental ideas and institutions of Western civilizations that originated in Greece and Rome;</td>
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<tr>
<td><strong>26C</strong> identify examples of art, music, and literature that transcend the cultures in which they were created and convey universal themes.</td>
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<tr>
<td><strong>27E</strong> identify the contributions of significant scientists such as Archimedes, Copernicus, Eratosthenes, Galileo, Pythagoras, Isaac Newton, and Robert Boyle.</td>
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<tr>
<td><strong>30C</strong> interpret and create written, oral, and visual presentations of social studies information; and</td>
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<td><strong>30D</strong> transfer information from one medium to another.</td>
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3rd Nine Weeks
January 3-March 9
9 Weeks
46.5 Student Days/48 Teacher Days
9 Weeks Exam: March 5-9

Unit 6: New Global Connections and Absolutism & Revolution (18 days)
Unit 7: The Industrial Revolution and Nationalism and the Spread of Democracy (16.5 days)
Unit 8: The Age of Imperialism (12 days)

4th Nine Weeks
March 19-June 7
12 Weeks
56.5 Student Days/58 Teacher Days
9 Weeks Exam: May 22-June 7

Unit 9: World War I, the Russian Revolution and the World Between the Wars (16 days)
Unit 10: World War II and the Cold War (14 days)
Unit 11: New Nations Emerge and the World Today (17 days)
Unit 12: Research Project (5 days)

Refer to instructional timelines when planning units of instruction.
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Unit 6: New Global Connections and Absolutism & Revolution (18 days)
• TEKS/SEs

4I explain the development of the slave trade;
6B explain how the Inca and Aztec empires were impacted by European exploration/colonization.
7A analyze the causes of European expansion from 1450 to 1750;
7B explain the impact of the Columbian

Unit 9: World War I, the Russian Revolution and the World Between the Wars (16 days)
• TEKS/SEs

1F identify major causes and describe the major effects of the following important turning points in world history from 1914 to the present: the world wars and their impact on political, economic, and social systems; communist revolutions and their impact on the Cold War; independence movements; and globalization.
10A identify the importance of imperialism,
<table>
<thead>
<tr>
<th>Exchange on the Americas and Europe;</th>
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<tbody>
<tr>
<td><strong>7C</strong> explain the impact of the Atlantic slave trade on West Africa and the Americas;</td>
</tr>
<tr>
<td><strong>7F</strong> explain new economic factors and principles that contributed to the success of Europe's Commercial Revolution.</td>
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<tr>
<td><strong>9A</strong> compare the causes, characteristics, and consequences of the American and French revolutions, emphasizing the role of the Enlightenment, the Glorious Revolution, and religion;</td>
</tr>
<tr>
<td><strong>9B</strong> explain the impact of Napoleon Bonaparte and the Napoleonic Wars on Europe and Latin America;</td>
</tr>
<tr>
<td><strong>18A</strong> identify the historical origins and characteristics of the free enterprise system, including the contributions of Adam Smith, especially the influence of his ideas found in <em>The Wealth of Nations</em>;</td>
</tr>
<tr>
<td><strong>18F</strong> formulate generalizations on how economic freedom improved the human condition, based on students' knowledge of the benefits of free enterprise in Europe’s Commercial Revolution, the Industrial Revolution, and 20th-century free market economies, compared to communist command communities.</td>
</tr>
<tr>
<td><strong>21C</strong> identify examples of key persons who were successful in shifting political thought, including William Wilberforce.</td>
</tr>
<tr>
<td><strong>22F</strong> assess the degree to which American ideals have advanced human rights and democratic ideas throughout the world.</td>
</tr>
<tr>
<td><strong>29E</strong> identify bias in written, oral, and visual material;</td>
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<thead>
<tr>
<th>Nationalism, militarism, and the alliance system in causing World War I;</th>
</tr>
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<tbody>
<tr>
<td><strong>10B</strong> identify major characteristics of World War I, including total war, trench warfare, modern military technology, and high casualty rates;</td>
</tr>
<tr>
<td><strong>10C</strong> explain the political impact of Woodrow Wilson's Fourteen Points and the political and economic impact of the Treaty of Versailles, including changes in boundaries and the mandate system; and</td>
</tr>
<tr>
<td><strong>10D</strong> identify the causes of the February (March) and October revolutions of 1917 in Russia, their effects on the outcome of World War I, and the Bolshevik establishment of the Union of Soviet Socialist Republics.</td>
</tr>
<tr>
<td><strong>11A</strong> summarize the international, political, and economic causes of the global depression; and</td>
</tr>
<tr>
<td><strong>11B</strong> explain the responses of governments in the United States, Germany, and the Soviet Union to the global depression.</td>
</tr>
<tr>
<td><strong>12A</strong> describe the emergence and characteristics of totalitarianism;</td>
</tr>
<tr>
<td><strong>12C</strong> explain the major causes and events of World War II, including the German invasions of Poland and the Soviet Union, the Holocaust, Japanese imperialism, the attack on Pearl Harbor, the Normandy landings, and the dropping of the atomic bombs.</td>
</tr>
<tr>
<td><strong>13B</strong> summarize the factors that contributed to communism in China, including Mao Zedong’s role in its rise, and how it differed from Soviet communism;</td>
</tr>
<tr>
<td><strong>18B</strong> identify the historical origins and characteristics of communism, including the...</td>
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</tbody>
</table>
### Unit 7: The Industrial Revolution and Nationalism and the Spread of Democracy (16.5 days)

- **TEKS/SEs**

  8B. explain how the Industrial Revolution led to political, economic, and social changes in Europe;

  8E. explain the effects of free enterprise in the Industrial Revolution.

  9C. trace the influence of the American and French revolutions on Latin America, including the role of Simón Bolivar; and

  15B. analyze and compare geographic distributions and patterns in world history shown on maps, graphs, charts, and models.

  18C. identify the historical origins and characteristics of socialism;

  18E. explain why communist command economies collapsed in competition with free market economies at the end of the 20th century; and

  21A. describe how people have participated in supporting or changing their governments;

  28A. explain the role of textile manufacturing and steam technology in initiating the Industrial Revolution and the role of the factory system and transportation technology in advancing the Industrial Revolution;

  18D. identify the historical origins and characteristics of fascism;

  19B. identify the characteristics of the following political systems: theocracy, absolute monarchy, democracy, republic, oligarchy, limited monarchy, and totalitarianism.

  20B. identify the impact of political and legal ideas contained in the following documents: Hammurabi’s Code, the Jewish Ten Commandments, Justinian’s Code of Laws, Magna Carta, the English Bill of Rights, the Declaration of Independence, the U.S. Constitution, and the Declaration of the Rights of Man and of the Citizen;

  22E. identify examples of individuals who led resistance to political oppression such as Nelson Mandela, Mohandas Gandhi, Oscar Romero, Natan Sharansky, Las Madres de la Plaza de Mayo, and Chinese student protestors in Tiananmen Square; and

  26B. analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced; and

  26C. identify examples of art, music, and literature that transcend the cultures in which they were created and convey universal themes.

  28E. identify the contributions of significant scientists and inventors such as Marie Curie, Thomas Edison, Albert Einstein, Louis Pasteur, and James Watt.
**Unit 8: The Age of Imperialism (12 days)**
- TEKS/SEs

8C identify the major political, economic, and social motivations that influenced European imperialism;

8D explain the major characteristics and impact of European imperialism; and

9D identify the influence of ideas such as separation of powers, checks and balances, liberty, equality, democracy, popular sovereignty, human rights, constitutionalism, and nationalism on political revolutions.

22C identify examples of politically motivated mass murders in Cambodia, China, Latin America, the Soviet Union, and Armenia;

28B explain the roles of military technology, transportation technology, communication technology, and medical advancements in initiating and advancing 19th century imperialism;

29D evaluate the validity of a source based on language, corroboration with other sources, and information about the author;

**Unit 10: World War II and the Cold War (14 days)**
- TEKS/SEs

12B explain the roles of various world leaders, including Benito Mussolini, Adolf Hitler, Hideki Tojo, Joseph Stalin, Franklin D. Roosevelt, and Winston Churchill, prior to and during World War II; and

13A summarize how the outcome of World War II contributed to the development of the Cold War;

13C identify the following major events of the Cold War, including the Korean War, the Vietnam War, and the arms race;

13D explain the roles of modern world leaders, including Ronald Reagan, Mikhail Gorbachev, Lech Walesa, and Pope John Paul II, in the collapse of communism in Eastern Europe and the Soviet Union;

16A locate places and regions of historical significance directly related to major eras and turning points in world history;

22D identify examples of genocide, including the Holocaust and genocide in the Balkans, Rwanda, and Darfur;

28C explain the effects of major new military technologies on World War I, World War II, and the Cold War;

**Unit 11: New Nations Emerge and the World Today (17 days)**
- TEKS/SEs

13E summarize the rise of independence movements in Africa, the Middle East, and
South Asia and reasons for ongoing conflicts;

13F explain how Arab rejection of the State of Israel has led to ongoing conflict.

14A summarize the development and impact of radical Islamic fundamentalism on events in the second half of the 20th century, including Palestinian terrorism and the growth of al Qaeda; and

14B explain the U.S. response to terrorism from September 11, 2001, to the present.

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

28D explain the role of telecommunication technology, computer technology, transportation technology, and medical advancements in developing the modern global economy and society; and

31B use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

**Unit 12: Research Project (5 days)**

- **TEKS/SEs**

*Research Project related to Social/Cultural or Political topic*

30A use social studies terminology correctly;

30B use standard grammar, spelling, sentence structure, and punctuation;

30C interpret and create written, oral, and visual presentations of social studies information; and

30D transfer information from one medium to
another.