



# PACING GUIDE

## World History

### Unit 1

### Beginnings of Civilizations (to 2500BC)

3 Weeks

- **OVERVIEW:**

Students will learn about early civilizations, migration patterns and the first empires. This unit will cover the Paleolithic, Mesolithic, and Neolithic period.

- **Textbook Location:**

World History: pages 1 -25

- **Key Learning Goals and concepts:**

- The meaning of artifact, culture, hominid, Paleolithic Age, Neolithic Age, technology, Homo Sapiens.
  - The names of early hominids, their characteristics and their significance.
  - The similarities and differences between the Paleolithic and Neolithic Ages.
  - The major achievements in human history during the Old Stone Age.
  - How Neanderthals and Cro-Magnons differed from earlier people.
  - The significance of fire.
  - The meaning of nomad, hunter-gatherer, Neolithic Revolution, slash and burn farming and domestication.
  - How the invention of tools made life easier.
  - Where early farming emerged.
  - Ways in which Neolithic people's lives improved.
  - The meaning of civilization, specification, artisan, institution, scribe, cuneiform, Bronze Age, barter, Ziggurat.
  - What role irrigation played in the development of civilization.
  - How life in a farming village differed from a city.
  - The significance of writing.
  - The significance of religion.
-

- **OVERVIEW:**

Students will learn about ancient Mesopotamia, Egypt, Indus Valley and China and describe how early peoples built advanced civilizations and the reasons for their downfall.

- **Textbook Location:**

World History: pages 26 - 57

- **Key Learning Goals and Concepts:**

- The meaning of Fertile Crescent, Mesopotamia, city-state, dynasty, cultural diffusion, polytheism, empire and Hammurabi.
- The Geography of Sumer, Egypt, India and China.
- Environmental challenges faced by the Sumerians, Egyptians, Indians and Chinese.
- Social structure in Sumer, Egypt, India and China.
- Sumerian, Egyptian, Indian and Chinese key accomplishments.
- Key facts about the Sumer, Egypt, China and the Indus Valley.
- Key facts about the first empires in Mesopotamia.
- How the various civilizations viewed gods and the afterlife.
- What areas of life Hammurabi's code covered.
- The meaning of delta, Narmer, pharaoh, theocracy, pyramid, mummification, hieroglyphic and papyrus.
- The meaning of subcontinent, monsoon, Harrapan, civilization.
- The meaning of loess, oracle bone, Mandate of Heaven, dynastic cycle, feudalism.

- **OVERVIEW:**

Students will be able to describe the development, characteristics, and decline of Greece and Rome, as well as be able to analyze the emergence, development, and impact of Christianity.

- **Textbook Location:**

World History: pages 120 - 151

---

---

- **Key Learning Goals and concepts:**

- The meaning of Minoan, Mycenaean, Trojan War, Dorian, Homer, epic, myth.
- How the Greece's geography shaped its culture.
- The meaning of polis, acropolis, monarchy, aristocracy, oligarchy, tyrant, democracy, helot, phalanx, Persian Wars.
- Greek forms of government.
- Why and how Athens became a democracy.
- Athens' educational system.
- The meaning of Hellenistic, Koine, Alexandria, Euclid, Archimedes, Colossus of Rhodes.
- Hellenistic Culture in Alexandria and its significance.
- The development of technology during the Hellenistic period (astronomy, mathematics and physics).
- The meaning of republic, patrician, plebian, tribune, consul, senate, dictator, legion, Punic Wars, Hannibal.
- The meaning of civil war, Julius Caesar, triumvirate, Augustus, Pax Romana.
- The collapse of the Republic and establishment of the Empire.
- Roman society.
- The meaning of Jesus, apostle, Paul, diaspora, Constantine, bishop, Peter, pope.
- The life and teachings of Jesus.
- How Christianity spread throughout Europe.
- How Christianity became a world religion.
- The meaning of inflation, mercenary, Diocletian, Constantinople, Attila.
- The meaning of Greco-Roman culture, Pompeii, Virgil, Tacitus, aqueduct.
- Greco-Roman contributions in art, learning, literature, language and law.

---

## Unit 4

## The Muslim World & Empires of Africa (600–1500)

3 Weeks

- **OVERVIEW:**

Students will learn about the rise and significance of Islam in Southwest Asia and its expansion and institutionalism into other regions.

- **Textbook Location:**

World History: pages 263 – 281 & 406 – 435

- **Key Learning Goals and Concepts:**

- Students will be familiar with the following terms: Allah, Muhammed, Islam, Muslim, Hijrah, mosque, hajj, Quran, Sunna, Sharia.
-

- Introduction to the Arabian Peninsula.
- Muhammed story and the emergence of Islam.
- Beliefs and Practices of Islam.
- Links to Judaism and Christianity.
- Students will be familiar with the following terms: caliph, Ummayyads, Shia, Sunni, Sufi, Abbasids, al-Andalus, Fatimid.
- Students will be familiar with the following terms: House of Wisdom and calligraphy.
- Muslim literature, art and architecture.
- The blending of Greco-Roman and Muslim culture.
- Students will be familiar with the following terms: lineage, stateless societies, patrilineal, matrilineal, Maghrib, Almoravids, Almohads.
- What are African Hunting-Gathering Societies?
- What are stateless societies?
- Students will be familiar with the following terms: Ghana, Mali, Sundiata, Mansa Musa, Ibn Battuta, Songhai, Hausa, Yoruba, Benin.
- Students will be familiar with the following terms: Swahili, Great Zimbabwe, Mutapa.

## Unit 5

## The European Middle Ages (500–1500)

3 Weeks

- **OVERVIEW:**

Students will be able to compare the cultures in Eastern and Western Europe, including the role of Christianity, feudalism and the impact of diseases and climate change.

- **Textbook Location:**

World History: pages 350 - 405

- **Key Learning Goals and concepts:**

- Students will be familiar with the following terms: Middle Ages, Franks, monastery, secular, Carolingian Dynasty, Charlemagne.
- The three roots of Middle Aged Europe
- The effects of the fall on Rome. (three ways that Western Europe declined)
- The emergence of Germanic Kingdoms.
- Germans adopt Christianity.
- The growth of Church power.
- Students will be familiar with the following terms: lord, fief, vassal, knight, serf, manor, tithe.
- The Viking invasions, The Magyar and Muslim invasions, Feudalism, The Manor system.
- Students will be familiar with the following terms: chivalry, tournament, troubadour.

- The role of Knights, The code of chivalry, The literature of chivalry, Women's role in feudal society.
- Problems in the church, Reform in the church, New religious orders, Church architecture.
- The first, second and third crusades, The children's crusade, The Spanish crusade.
- Students will be familiar with the following terms: three-field, system, guild, commercial revolution, burgher, vernacular, Thomas Aquinas, scholastics.
- Reforms in farming, The guild system, Fairs and Trade, Business and Banking, Trade and towns, The merchant class, The revival of learning.

## Unit 6

## China, the Mongols, and Japan (200BC–1450AD)

3 Weeks

- **OVERVIEW:**

Students will compare the cultures of China (Qin, Han, Tang, Song and Yuan/Mongol) and Japan, including the consolidation of belief systems.

- **Textbook Location:**

World History: pages 104 – 109, 200 – 207, 323 – 338

- **Key Learning Goals and concepts:**

- Students will be familiar with the following terms: Confucius, Filial Piety, bureaucracy, Daoism, Legalism, I Ching, yin and yang, Qin Dynasty, Shi Huangdi, autocracy.
- Confucian ideas about government.
- Other Chinese ethical systems
- I Ching and Yin and Yang
- The Qin Dynasty
- Students will be familiar with the following terms: Han Dynasty, centralized government, civil service, monopoly, assimilation.
- The Han Dynasty and Liu Bang.
- The Empress Lv.
- The Martial Emperor.
- Han society.
- Han technology, commerce and culture.
- Han unifies Chinese culture
- The fall of the Han and their return.
- Students will be familiar with the following terms: Tang Taizong, Wu Zhao, moveable type, gentry.
- Tang and Song.
- Inventions of the Tang and Song.

- 
- Students will be familiar with the following terms: pastoralists, clan, Genghis Khan, Pax Mongolia, Kublai Khan, Marco Polo.
  - Nomads in the Asian Steppe.
  - The Rise of the Mongols.
  - The Mongol Empire.
  - Kublai Khan becomes Emperor.
  - The Yuan Dynasty.
  - The end of Mongol rule.

## Unit 7

## Reformation and Renaissance (1300–1600)

3 Weeks

- **OVERVIEW:**

Students will be able to describe the Reformation, Counterreformation and Renaissance and analyze their impact throughout the Atlantic world and beyond.

- **Textbook Location:**

World History: pages 468 – 503

- **Key Learning Goals and concepts:**

- Students will be familiar with the following terms: Renaissance, humanism, secular, patron, perspective, vernacular.
  - The Italian Renaissance.
  - Classical and worldly values.
  - The Renaissance Man/Woman
  - Renaissance art and literature.
  - Students will be familiar with the following terms: utopia, William Shakespeare, Johann Gutenberg.
  - The Northern Renaissance.
  - Northern art and literature.
  - The Elizabethan Age.
  - The spread of the printing press.
  - The legacy of the Renaissance.
  - Students will be familiar with the following terms: indulgence, Reformation, Lutheran, Protestant, Peace of Augsburg, annul, Anglican.
  - Causes of the Reformation.
  - Martin Luther and his teachings
  - England becomes Protestant.
-

- 
- Henry VIII
  - Elizabeth
  - Students will be familiar with the following terms: predestination, Calvinism, theocracy, Presbyterian, Anabaptist, Catholic Reformation, Jesuits, Council of Trent.
  - Calvin.
  - Other Protestant reformers.
  - The Catholic Reformation.
  - The Legacy of the Reformation

## Unit 8

## The Age of Exploration & The Atlantic World (1400–1800)

3 Weeks

- **OVERVIEW:**

Students will be able to explain the social, political and economic changes in Europe that led to trans-oceanic exploration and colonization.

- **Textbook Location:**

World History: pages 526 – 583

- **Key Learning Goals and concepts:**

- For God, Glory and God – the three reasons why the Europeans explored and conquered.
  - The Portuguese explore Africa and Asia.
  - Spain Explores.
  - Trading in the Indian Ocean.
  - Students will be familiar with the following terms: Ming Dynasty, Qing Dynasty, Hongwu, Yonglo, Zhenghe, Manchus, Kangxi.
  - China under theming Dynasty.
  - The voyages of Zhenghe.
  - Manchus found the Qing Dynasty.
  - Korea under the Manchus.
  - Life in Ming and Qing Dynasties.
  - Students will be familiar with the following terms: daimyo, Oda Nobunaga, Toyotomi Hideyoshi, Tokugawa Shogunate, haiku, kabuki.
  - Feudalism in Japan.
  - Tokugawa unites Japan.
  - Life in Tokugawa Japan.
  - Japan's isolation.
-

- 
- Students will be familiar with the following terms: Christopher Columbus, colony, Hernando Cortes, conquistador, Francisco Pizarro, Atahulpa, mestizo, encomienda.
  - The voyages of Columbus.
  - Other explorers.
  - Spanish conquests in Mexico.
  - Spain's influence expands.
  - Opposition to Spain's rule.
  - Students will be familiar with the following terms: New France, Jamestown, Pilgrims, Puritans, New Netherland, French and Indian War, Metacom.
  - Competing claims in N. America.
  - The English arrive in North America.
  - The Struggle for North America.
  - Native Americans Respond.
  - Students will be familiar with the following terms: Atlantic Slave Trade, triangular trade, middle passage.
  - The causes of African Slavery.
  - Slavery spreads in the Americas.
  - Triangular Trade.
  - The middle passage.
  - Consequences of the Slave Trade.
  - Students will be familiar with the following terms: Columbian Exchange, capitalism, joint stock company, mercantilism, favorable balance of trade.
  - Global trade.
  - The growth of Mercantilism.

## Unit 9

## The Enlightenment & Age of Revolution (1550–1789)

3 Weeks

- **OVERVIEW:**

Students will identify major intellectual and scientific developments of seventeenth and eighteenth century Europe and assess their impact on global society.

- **Textbook Location:**

World History: pages 620 – 677

- **Key Learning Goals and concepts:**

- Students will be familiar with the following terms: geocentric theory, Scientific Revolution, heliocentric theory, Galileo Galilei.
  - The roots of modern science.
-



- The revolutionary model of the universe.
- The scientific method.
- Bacon and Descartes.
- Newton.
- The scientific method spreads.
- Students will be familiar with the following terms: Enlightenment, social contract, John Locke, philosophe, Voltaire, Montesquieu, Rousseau, Mary Wollstonecraft.
- Two views on government: Hobbes and Locke.
- Voltaire.
- Other philosophers of the times.
- Legacy of the Enlightenment.
- Students will be familiar with the following terms: salon, baroque, neoclassical, enlightened despot, Catherine the Great
- Students will be familiar with the following terms: Declaration of Independence, checks and balances, federal system, bill of rights.
- Students will be familiar with the following terms: Old Regime, estate, Louis XVI, Marie Antoinette, Estates-General, National Assembly, Tennis Court Oath.
- Students will be familiar with the following terms: Legislative Assembly, émigré, sans-culotte, Jacobin, guillotine, Maximillian Robespierre, Reign of Terror.
- Students will be familiar with the following terms: Napoleon Bonaparte, coupdetat, plebiscite, lycee, concordat, Napoleonic Code, Battle of Trafalgar.
- Students will be familiar with the following terms: blockade, Continental System, guerrilla, Peninsular War, scorched-earth policy, Waterloo, Hundred Day.
- Students will be familiar with the following terms: Congress of Vienna, Klemensvon Metternich, balance of power, legitimacy, Holy Alliance, Concert of Europe.

## Unit 10

## The Industrial Revolution (1700–1900)

3 Weeks

- **OVERVIEW:**

Students will learn about the Industrial Revolution, how it began and spread and how it affected economics, politics, and society.

- **Textbook Location:**

World History: pages 714 – 723

- **Key Learning Goals and concepts:**

- Students will be familiar with the following terms: Industrial Revolution, enclosure, crop rotation, industrialization, factors of production, factory, entrepreneur.

- 
- The Industrial Revolution in Britain.
  - Inventions.
  - Improvements in Transportation.
  - The Railway Age.
  - Students will be familiar with the following terms: urbanization, middle class, stock corporation.
  - Industrial Development in the US.
  - Industrial Development in Europe.
  - The impact of industrialization.
  - Students will be familiar with the following terms: laissez faire, Adam Smith, capitalism, utilitarianism, socialism, Karl Marx, union, strike.
  - Philosophers of Industrialization.
  - The Rise of Socialism.
  - Radical Socialism.
  - Labor Unions and Reform Laws.
  - Reform Spreads.

---

## Unit 11 Imperialism (1850–1914)

3 Weeks

- **OVERVIEW:**

Students will be able to describe European imperialism and explain its effects on interactions with colonized peoples in Africa and Asia.

- **Textbook Location:**

World History: pages 770 – 785 & 802 – 815

- **Key Learning Goals and concepts:**

- Students will be familiar with the following terms: imperialism, racism, Social Darwinism, Berlin Conference, Shaka, Boer, Boer War.
  - Africa before European Domination.
  - Forces driving imperialism.
  - The division of Africa.
  - Three groups clash over South Africa.
  - Students will be familiar with the following terms: paternalism, assimilation and MenelikII.
  - A new period of Imperialism.
  - African Resistance.
  - The Legacy of Colonial Rule.
  - Students will be familiar with the following terms: Opium War, extraterritorial rights, Taiping rebellion, sphere of influence, Open door policy, Boxer rebellion.
-

- 
- China and the West.
  - Growing internal problems.
  - The Taiping rebellion.
  - Foreign influence grows.
  - Chinese Nationalism.
  - The beginnings of reform.
  - Students will be familiar with the following terms: Treaty of Kanagawa, Meiji Era, Russo-Japanese War, annexation.
  - Japan ends its isolation.
  - Imperial Japan.

---

## Unit 12 The World Wars (1914–1945)

3 Weeks

- **OVERVIEW:**

Students will be able to describe the social, political, and economic causes and consequences of World War I and World War II.

- **Textbook Location:**

World History: pages 838 – 863

- **Key Learning Goals and concepts:**

- Militarism.
  - Triple alliance.
  - Kaiser Wilhelm II.
  - Triple Entente
  - Central Powers.
  - Allies.
  - Western Front.
  - Schlieffen Plan.
  - Trench warfare
  - Eastern Front
  - Unrestricted submarine warfare.
  - Total war
  - Rationing
  - Propaganda.
  - Armistice.
  - Woodrow Wilson.
  - Georges Clemenceau
-

- 
- Fourteen Points.
  - Self-determination
  - Treaty of Versailles.
  - League of Nations.