

DREYFOUS & ASSOCIATES

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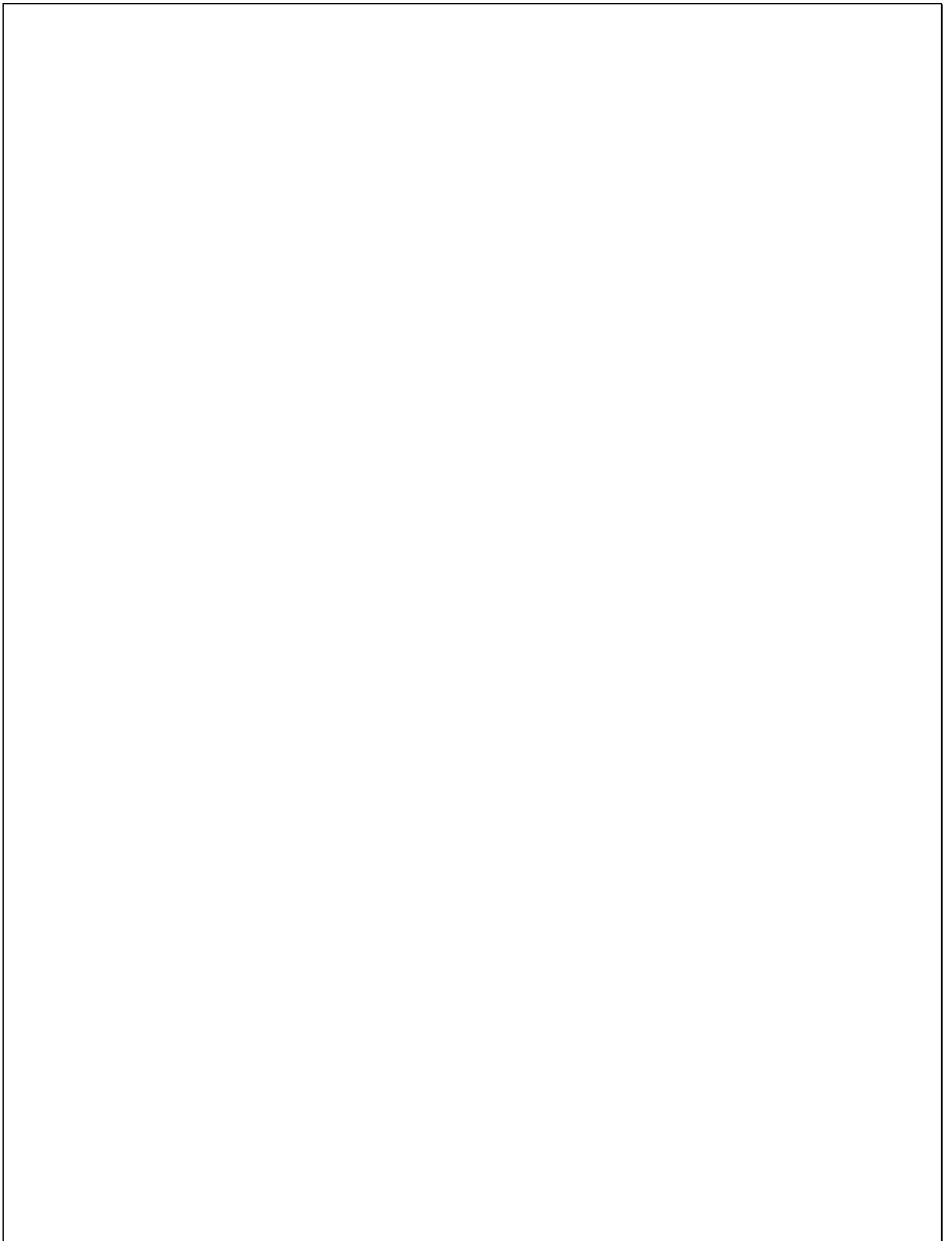
Thematic guide

# WORLD HISTORY: A Broad Perspective

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## Series Description

### Introduction

We present the **EduSystem Project's Explorers of History** series. The series contains various pedagogical activities designed to awaken students' interest in history through exploration, research and critical analysis. It also aims to develop creativity and cooperation between peers in solving pressing problems using the historical knowledge they have gained. It also seeks to foster respect for the social and cultural diversity of the students' environment by exploring the past and analyzing of the present. Therefore, the **Explorers of History** will develop the following features:

- curiosity
- research skills
- creativity
- cooperation
- to respect diversity

The objective of the series is to create citizens committed to society. Accordingly, it provides tools to facilitate their access to the historical knowledge needed to evaluate the present, supporting positions for the benefit of the community and the country.

## Course Structure: Curricular Components

### Lesson content

#### Title Page



It is the cover letter of the course and the lesson. It identifies the course, unit, and lesson.

Includes:





- Course title
- Unit and lesson title
- Image
- Credits

#### Directory

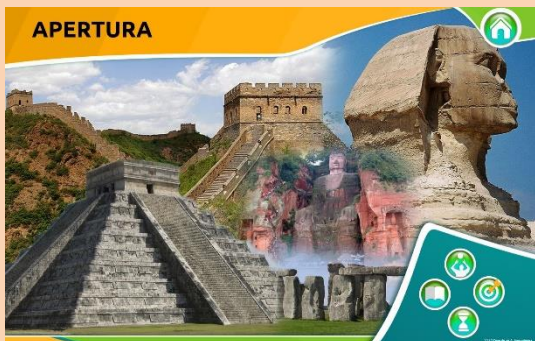


Presents the sections and topics of the lesson. Each button has a hyperlink to the section representing.

Includes:


-  Overview (unit)
-  Introduction (lesson)
-  Topics
-  Checkpoint

#### Overview (unit)



This section is only found in the first lesson of each unit.

Includes:

-  **Text:** Introduces the theme of unit.



**Get Active!!!:** It is a short activity related to the theme of the unit and aimed at activating the knowledge and curiosity of the students.



**Objectives:** Presents the objectives of the unit.



**Time Line:** Chronological order of historical events related to the theme of unity.

### Introduction (lesson)



Section found in all lessons.

Includes:



**Text:** Introduces the theme of the lesson.



**What Do You Know:** Short questions to activate students' knowledge prior to studying the lesson topics.



**Keyword map...:** Graphic organizer containing the key concepts (**highlighted words**) of the lesson.



**Time Line:** Chronological order of historical events related to the theme of the lesson.

## Topics (content)

**Renacimiento en las ciudades-Estado italianas**



El Renacimiento surgió en las ciudades-Estado del norte de Italia —el ducado de Milán, Venecia, Florencia, los Estados Pontificios— en el año 1350 y luego se propagó por toda Europa en el siglo XVI. Florencia se convirtió, debido a razones que adelante discutiremos, en el centro cultural no solo de la península italiana, sino de toda la Europa renacentista.

Florencia

**MAPA**



República Italiana  
Capital: Roma  
Coordenadas: 41°53'34"N 12°28'54"E

localización de Italia

## Think About It

**PIENSA**

Imagina que vives en la China imperial; ¿a cuál de los grupos sociales te hubiese gustado pertenecer?



Los mandarines dirigían diferentes regiones del imperio, organizaban la producción agrícola y administraban la justicia y el sistema de impuestos. Más abajo en la jerarquía se encontraban los comerciantes y los guerreros; y en la base de la sociedad estaba el resto de la población: los artesanos y los campesinos.

¡Hazte un guato con tu citación!

## Written narrative

Historical narration through the written word








Includes:

- paragraphs
- vocabulary
- prominent words (key concepts in the lesson)

## Visual narrative

Historical narration through visual representations

Includes:

-  link
-  image
-  time line
-  map
-  graphic organizer
-  table o graph
-  video



Quick questions located at some point in the development of the topics.

The goal of these questions are reflection and knowledge evaluation.



## Assessment

Coloca en orden cronológico los siguientes eventos.

1. El "descubrimiento" del *Nuevo Mundo*
2. La caída de Constantinopla
3. El Renacimiento en los estados italianos
4. La invención de la imprenta



Short and objective exercises aimed at evaluating and applying of knowledge located in the development of the topics.

## Special sections

**VIDAS EXTRAORDINARIAS**

**La reina Nefertiti**  
(1370 a. C. -1330 a. C. [?])

Nefertiti o *la bella ha llegado*, fue la Gran Esposa Real del Faraón Akenatón, quien gobernó Egipto durante el imperio Nuevo. Nefertiti fue una de las principales consejeras del faraón durante la revolución religiosa, política y cultural impulsada por Akenatón. Nefertiti también es conocida por su legendaria belleza. En los registros de la época se le describe como una mujer de hermoso aspecto. Muestra de ello es el busto que ves a la derecha y que se encuentra actualmente en el Museo de Berlín, Alemania.



**DE PASEO POR Chichén Itzá, México**

Templo de Kukulcán

estela con carabelas

Chichén Itzá, la segunda zona arqueológica más visitada en México, fue el centro de poder político, religioso y económico más importante de la civilización maya. Su nombre significa la *ciudad al borde del pozo de los brujos del agua*. Se localiza en la península de Yucatán y cubre un área de 6,5 Km<sup>2</sup>. Chichén Itzá, construida cerca del Cenote Xtoloc o Sagrado, está compuesta por diversas estructuras realizadas en piedra y adornadas con guerreros mayas, dioses, carabelas, entre otros motivos. En su zona central se encuentra la Pirámide de Kukulcán, el Templo de los Guerreros, el complejo de estructuras que forman el Juego de Pelota, y el fascinante calendario maya. Chichén Itzá fue declarada Patrimonio Mundial de la Humanidad en 1988 por la UNESCO.



They broaden students' learning experiences. One or more may appear in the lesson. They will be included in the lesson when relevant, and are:



**Up Close:** Research of themes in historical documents (written or visual).



**Awesome Creations:** Explores human creations with historical value: buildings, monuments, art, objects, etc.



**Exploring...:** Offers suggestions historically interesting places to visit.



**Historical Connections:** Section aimed at curricular integration.



**Interesting Facts:** Presents curiosities of history related to various

aspects of human experience, such as customs, sayings, animals, fashion, food, music, sports, etc.



**Extraordinary Lives:**  
Presents biographies of different protagonists of the story.

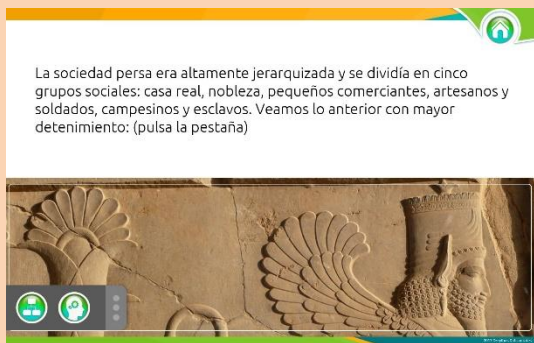
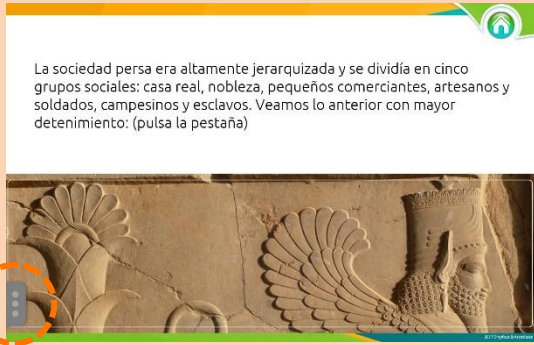
### Checkpoint



This is the pedagogical closure of the lesson. It contains various activities for students to evaluate, review and apply the knowledge acquired.

Activities are in line with lesson objectives.

## The Tab





By clicking the grey tab at the bottom left of some of the Lesson Content templates, the student will be able to see some of the buttons below.

The tab can contain 1 to 4 buttons.





Each button, when pressed, will take the student to the section or activity it represents.

## Button Directory

### Navigation

	Close		Credits
	Directory		Back

### General

	Get Active!		Overview
	Checkpoint		Assessment

	Up Close		Awesome Creations
	Exploring...		Link
	Keyword map...		Historical Connections
	Image		Introduction
	Time Line		Map
	Objectives		Graphic Organizer
	Think About It		Interesting Facts
	What Do You Know		Table or graph
	Topics		Text
	Extraordinary Lives		Video

## Work Sheets

### Objective Exercises

**Aplica lo aprendido**

Nombre: \_\_\_\_\_ Fecha: \_\_\_\_\_  
Grupo: \_\_\_\_\_  
Curso: Historia Mundial: una mirada global  
Unidad: La prehistoria y el origen de la civilización Lección: La civilización en Europa y América  
I. Redacta: Redacta un párrafo coherente utilizando los conceptos estudiados en la lección.

**¡Cuánto sabes!**

Nombre: \_\_\_\_\_ Fecha: \_\_\_\_\_  
Grupo: \_\_\_\_\_  
Curso: Historia Mundial: una mirada global  
Unidad: La prehistoria y el origen de la civilización Lección: La civilización en Europa y América  
I. Trabajo con mapas: Identifica en el mapa de América la localización de Mesoamérica y la zona andina. Luego, completa las oraciones.

o En Mesoamérica se desarrollaron las culturas \_\_\_\_\_  
o En la zona andina se desarrollaron las culturas \_\_\_\_\_

Found in all lessons and provide the key for the teacher.

- o Practice
- o You Know It!

### Subjective Exercises

**Historiando**

Nombre: \_\_\_\_\_ Fecha: \_\_\_\_\_  
Grupo: \_\_\_\_\_  
Curso: Historia Mundial: una mirada global  
Unidad: La prehistoria y el origen de la civilización Lección: La civilización en Europa y América  
I. Viaja: Con tu imaginación viaja por el tiempo. Narra tu aventura mágica.

**Diviértete**

Nombre: \_\_\_\_\_ Fecha: \_\_\_\_\_  
Grupo: \_\_\_\_\_  
Curso: Historia Mundial: una mirada global  
Unidad: La prehistoria y el origen de la civilización Lección: La civilización en Europa y América  
I. Selección y crea: Repasa la sección de los cursos del ejercicio 2 que se encuentra en la hoja de trabajo ¡Cuánto sabes! Elige uno de ellos y representalo mediante un dibujo, un cartel informativo, un cuento corto, un poema o una canción. Comparte tu trabajo en clase.

Found in all the lessons; they do not necessarily include a key, since in many cases they do not require it.

- o Think and Create
- o Crafting With History

## Collaborative Exercise



¡Juntos podemos!

Nombre: \_\_\_\_\_ Fecha: \_\_\_\_\_  
Grupo: \_\_\_\_\_  
Curso: Historia Mundial: una mirada global  
Unidad: La prehistoria y el origen de la civilización      Lección: La civilización en Europa y América

**Argumenta:** Únete a dos compañeros de clase y discutan el significado de la siguiente cita de la lección. Luego, busquen la evidencia que la sustente y anóten de manera coherente sus reflexiones en torno a la siguiente pregunta: ¿Están de acuerdo con el autor? Justifiquen sus posturas a favor o en contra de las suyas.

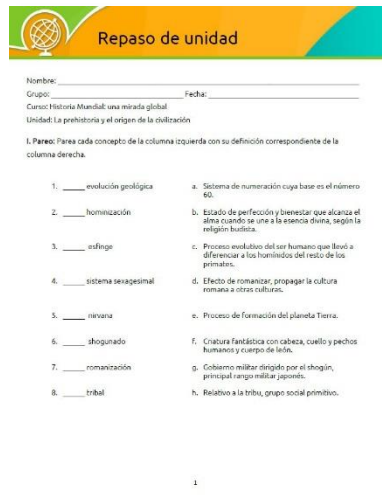
"Sin lugar a dudas, las civilizaciones inca, maya y azteca fueron formidables. Las huellas de su presencia en suelo americano son una muestra elocuente de su nivel de desarrollo cultural".

1

Found in all the lessons; it does not necessarily include a key, since in many cases it is not required.

- We Can Do It!

## Unit Review



Repaso de unidad

Nombre: \_\_\_\_\_ Fecha: \_\_\_\_\_  
Grupo: \_\_\_\_\_  
Curso: Historia Mundial: una mirada global  
Unidad: La prehistoria y el origen de la civilización

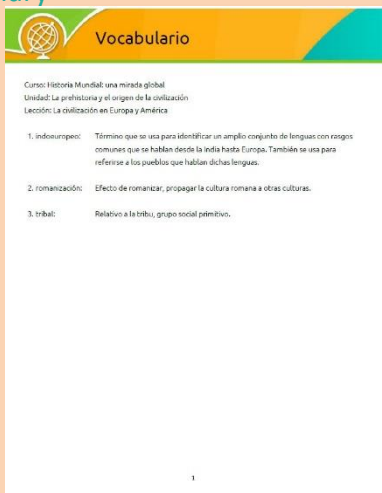
**I. Parea:** Parea cada concepto de la columna izquierda con su definición correspondiente de la columna derecha.

1. ____ evolución geológica	a. Sistema de numeración cuya base es el número 60.
2. ____ hominización	b. Estado de perfección y bienestar que alcanza el alma cuando se une a la esencia divina, según la religión budista.
3. ____ orifrege	c. Proceso evolutivo del ser humano que llevó a diferenciar a los homínidos del resto de los primates.
4. ____ sistema sexagesimal	d. Efecto de romanizar, propagar la cultura romana a otras culturas.
5. ____ nivana	e. Proceso de formación del planeta Tierra.
6. ____ shogunado	f. Criatura fantástica con cabeza, cuello y pechos humanos y cuerpo de león.
7. ____ romanización	g. Gobierno militar dirigido por el shogún, principal cargo militar japonés.
8. ____ tribal	h. Relativo a la tribu, grupo social primitivo.

1

Found only in the last lesson of each unit and includes the teacher's key.

## Vocabulary



Vocabulario

Curso: Historia Mundial: una mirada global  
Unidad: La prehistoria y el origen de la civilización  
Lección: La civilización en Europa y América

1. **indoeuropeo:** Término que se usa para identificar un amplio conjunto de lenguas con rasgos comunes que se hablan desde la India hasta Europa. También se usa para referirse a los pueblos que hablaban dichas lenguas.

2. **romanización:** Efecto de romanizar, propagar la cultura romana a otras culturas.

3. **tribal:** Relativo a la tribu, grupo social primitivo.

1

Found in every lesson. It is a breakdown of the vocabulary words in the lesson with their definition.

## Unit Project

### Explore History

Nombre: \_\_\_\_\_ Fecha: \_\_\_\_\_  
Curso: Historia Mundial: una mirada global  
Unidad: La prehistoria y el origen de la civilización Lección: La civilización en Europa y América

**Introducción:**  
En esta lección estudiarás el surgimiento y desarrollo de las civilizaciones en el continente europeo y americano.

**Instrucciones:**  
En esta cuarta fase del proyecto Explora la historia de la Unidad 2 investigarás por qué las sociedades europeas y americanas estudiadas se consideran o no civilizaciones. Luego y según lo estudiado, analizarás si la sociedad tenía la podemos considerar como una civilización.

1. Investiga en la lección cómo los siete indicadores de la existencia de una civilización se evidencian en las sociedades europeas y americanas. De las tres civilizaciones estudiadas brinda ejemplos para cada indicador.

Siete indicadores de la existencia de una civilización							
	ciudad	religión	gobierno	jerarquización	escritura	cultura	comercio
europeas							

3

Historical research project on a topic relevant to students and aligned with the unit's theme.

It is divided into phases. The number of phases in each case corresponds to the number of lessons the unit has.

The development of the project is gradual, and its objective is the creation of a final product by stages.

The teacher has the option to develop the lesson based on the activities proposed by each project.

Some unit projects include annexes.

## Unit Breakdown

The following is a breakdown of the units into lessons, where the titles of each unit are detailed, as well as the titles, codes, objectives, topics, concepts and vocabulary of each lesson.

### Unit 1. The Study of the Past

At the end of this unit, the student will have completed the objectives found in the following lessons.

#### Lesson 1. Why Study History?

Code: C515G09U01L01

##### Objectives

At the end of the lesson the student will:

- Define the concepts of *memory*, *history*, and *historiography*;
- Examine historical thinking skills;
- Discuss the benefits of historical thinking and informed citizens for society;
- Analyze the relevance of the discipline of history for society.

##### Topics

- History and historiography: what are they?
  - Individual and Collective memory
  - What is history?
  - What is historiography?
- Think historically
  - What is historic thought?
  - The topics history researches
- Why Study History?

##### Concepts

- citizen
- history
- historiography
- interpretation
- memory
- myth
- historical thought
- story
- human being
- society

##### Vocabulary

- contemporaneous
- quotidian:
- chronology
- remember
- cultural identity



- interpret
- methodology
- myth
- historical process
- historical account
- personal account
- vestige

## Lesson 2. The Historian's Task

Code: C515G09U01L02

### Objectives

At the end of the lesson the student will:

- Evaluate the methodology historians use to produce historical knowledge;
- Distinguish between primary and secondary sources;
- Analyze the relationship between time and geographic space, and its importance in the study of the past;
- Evaluate the importance of Interdisciplinarity in history.

### Topics

- How does the historian work to produce historical knowledge?
  - Between curiosity and doubts
  - The methodology of historical research
- The sources of history
- Time and geographical space in the study of the past
  - Time: chronology and periodization
  - Time Line
  - Roman Numerals
  - The geographical space
- The auxiliary sciences of history

### Concepts

- analysis
- auxiliary sciences
- chronology
- curiosity
- geographical space
- sources of history
- historian
- interpretation
- research
- methodology
- questions
- time

### Vocabulary

- Leap year

- archive
- historical knowledge
- conventionality
- criminology
- academic discipline
- source of history
- primary source
- secondary source
- hypothesis
- interdisciplinary
- theoretical framework
- raw material
- methodology
- periodization
- Eurocentric perspective
- problematize
- prolific
- number line
- sequential
- topic-problem

### Lesson 3. Development of historiography

Code: C515G09U01L03

#### Objectives

At the end of the lesson the student will:

- Analyze the relationship and differences between myth and history;
- Examine the development of historiography from classic antiquity to postmodernism;
- Explain how the study and narration of the past are influenced by the different cultural, political, and economic contexts.

#### Topics

- The beginnings of historiography
- Historiography: different trends, main authors and some of their works
  - Greek historiography
  - Roman historiography
  - Medieval Historiography
  - Historiography of the Enlightenment
  - Historiographic trends of the 19th century
    - Romanticism and nationalism
    - Positivism: science and history
    - Marxism and British Marxism
  - Historiographic trends of the 20th century
    - The new social history and the *Annales* School
    - The linguistic turn and postmodernism

### Concepts

- science
- *Annales* School
- Hellenism
- history
- historiography
- Marxism
- myth
- nationalism
- postmodernism
- Romanticism

### Vocabulary

- bourgeoisie
- linear character
- western civilization
- working class
- clericalism
- textual critique
- discourse
- fiefdom
- linguistic turn
- Hellenistic
- Hellenization
- scientific method
- modernity
- nationalism
- *pater familias*
- patrician
- plebeian
- *polis*
- postmodernism
- professionalization
- providentialism
- secular
- pseudonym
- superstition
- transdisciplinary

## Lesson 4. World geography

Code: C515G09U01L04

### Objectives

At the end of the lesson the student will:

- Identify the elements that make up the study of geography;

- Explain the five concepts of geograph;
- Describe the main physical characteristics of continents;
- Analyze the relationship between human beings and their physical space;
- Argue about the relevance of taking care and preserving the environment.

### Topics

- Geography: definition and study
  - Physical geography
  - Human geography
  - The concepts of geography
- Our planet Earth
- The location on the earth's surface
- The maps
- The water
- The climate
- The Earth's surface
- The continents
  - Afroeurasia (Africa, Asia, Europe)
  - America
  - Antarctica
  - Oceania
- Our environment
- Human geography

### Concepts

- geography
- physical geography
- human geography
- environment
- human being

### Vocabulary

- atmosphere
- water cycle
- circumference
- geographic coordinate
- Earth's crust
- grid
- desertification
- spatial distribution
- dune
- erosion
- geographical space
- etymology
- geographical factor
- degree
- hemisphere

- latitude
- longitude
- tectonic plate
- pressure
- rotation
- racial segregation
- septentorial
- symbiotic
- underdevelopment
- Earth's surface
- orbit
- xenophobia

## Unit 2. Prehistory and the Origin of Civilization

At the end of this unit, the student will have completed the objectives found in the following lessons.

### Lesson 1. Prehistory

Code: C515G09U02L01

#### Objectives

At the end of the lesson the student will:

- argue the relationship between writing, prehistory, and history;
- identify the most relevant processes for human evolution and the prehistoric period;
- compare and contrast the characteristics of the Stone Age and Metal Ages;
- analyze the process of human evolution.

#### Topics

- Writing: between prehistory and history
- Prehistory: the concept and its study
- The evolution of planet Earth
- The prehistoric periods
  - The Stone Age
  - The Metal Ages
- The appearance of the human being
  - Two visions
  - The development of the human being

#### Concepts

- writing
- evolution
- Hominidae
- metal
- stone
- prehistory
- remains

#### Vocabulary

- anthropomorphic
- gestural communication
- eon
- species
- geologic evolution
- geology
- Hominidae
- homonization
- anthropogenic myth
- paleontology
- supereon
- taxonomic

## Lesson 2. The Dawn of Civilization

Code: C515G09U02L02

### Objectives

At the end of the lesson the student will:

- explain the concept of *civilization* in their own words;
- identify the elements that indicate the existence of a civilization;
- describe the principal characteristics of Mesopotamian and Egyptian civilizations;
- evaluate the main contributions of the first civilizations for the development of humanity.

### Topics

- What do we Mean by Civilization?
- The Fertile Crescent and the Emergence of Civilization
- Mesopotamia or "The Land Between Rivers"
- The Sumerians
- Egyptian Civilization
  - Historical Stages
  - Society and economy
  - Religion
  - Culture

### Concepts

- city
- civilization
- commerce
- culture
- writing
- government
- heirarchy
- religion

### Vocabulary

- collective
- lintel
- dome
- phonetic writing
- sphinx
- stylus
- hydraulic
- hieroglyphic
- necropolis
- neuralgic
- papyrus
- pictographic
- sexagesimal system

## Lesson 3. Civilization in Asia

Code: C515G09U02L03

### Objectives

At the end of the lesson the student will:

- describe the main characteristics of India, China, and Japan;
- compare and contrast Asian civilizations with those of Mesopotamia and Egypt;
- evaluate the main contributions of the first civilizations for the development of humanity.

### Topics

- Civilization in India
  - The Indus Valley Civilization
  - Vedic Period
  - Buddha Period
  - Cultural Expressions
- Ancient China
  - Prominent Dynasties
  - The First Emperor
  - Society and Culture
- Distant Japan

### Concepts

- rice
- Buddhism
- emperor
- Harappa and Mohenjo-Daro
- mandarin
- millet
- precious stones
- *samurai*
- Sanskrit
- caste system

### Vocabulary

- asceticism
- clan
- Soapstone
- nirvana
- pagoda
- *Shōgun*



## Lesson 4. Civilization in Europe and America

Code: C515G09U02L04

### Objectives

At the end of the lesson the student will:

- identify the main American civilizations;
- analyze the development of European societies and American civilizations;
- evaluate the main contributions of the first civilizations for the development of humanity.

### Topics

- European Societies
- American Civilizations
  - The Inca Empire
  - The Mayan Civilization
  - The Aztecs

### Concepts

- Aztec
- Mayan writing
- Incan Empire
- Inca
- Maya
- megalith
- Quechua
- Romanization
- Tenochtitlán

### Vocabulary

- Indo-European
- Romanization
- tribal

### Unit 3. From classical antiquity to medieval times

At the end of this unit, the student will have completed the objectives found in the following lessons.

#### Lesson 1. Classical Antiquity: Western Asia

Code: C515G09U03L01

##### Objectives

At the end of the lesson the student will:

- Identify the cultures and the most important moments of Classical Antiquity in Western Asia;
- Compare and contrast the historical development of the Persians and Semites;
- Analyze the contributions to the development of humanity by the studied civilizations.

##### Topics

- The Persian Empire
  - Political Development
  - Political, Economic, and Social Organization
  - Culture: Art and Religion
- The Semites
  - The Phoenicians
  - The Jews
  - The Arabs of Classical Antiquity

##### Concepts

- alphabet
- Old Testament
- camel
- caravan
- jew
- Mazdayasna
- Mecca
- navigation
- satrap
- satrapy
- Zoroaster

##### Vocabulary

- caravan
- concession
- factory
- *garum*
- oasis
- oligarchy

## Lesson 2. Classical Antiquity: The Mediterranean, I

Code: C515G09U03L02

### Objectives

At the end of the lesson the student will:

- Identify the cultures and most important moments of Classical Antiquity in the Mediterranean;
- Identify the main characteristics of Greek culture;
- Explain the expansion of Hellenistic culture;
- Analyze the contributions to the development of humanity by the studied civilization.

### Topics

- Ancient Greek Civilization
- Historic Times
- Politics and Society
- Economy
- Culture and Thought

### Concepts

- civilization
- culture
- Greece
- Hellenization

### Vocabulary

- achaeans
- assembly
- comedy
- philosophy
- *gens*
- hegemony
- magistrate
- Mycenaean
- minotaur
- epic poetry
- lyric poetry
- symmetry
- tragedy

## Lesson 3. Classical Antiquity: The Mediterranean, II

Code: C515G09U03L03

### Objectives

At the end of the lesson the student will:

- Identify the cultures and most important moments of Classical Antiquity in the Mediterranean;
- Analyze the emergence and development of Roman civilization;
- Analyze the contributions to the development of humanity by the studied civilization.

### Topics

- Rome
- Historic Times
- Politics and Society
- Economy
- Culture and Thought
- Contributions of the Greco-Roman World

### Concepts

- civilization
- culture
- Greco-Roman
- Rome

### Vocabulary

- curiate assembly
- despotism
- dictator
- Punic
- tyranny
- tribune

## Lesson 4. Late Antiquity: Christian Rome, the Emergence of the Byzantium and Islam

Code: C515G09U03L04

### Objectives

At the end of the lesson the student will:

- identify the most important events in the Christianization of Rome;
- analyze the impact of the Barbarian tribes in the development of European History;
- study the Roman Empire's transformation process;
- explain the origin of the Byzantine Empire;
- explain the origin of the Islamic religion;
- compare and contrast the Islamic, Jewish, and Christian religions;
- explain the expansion process of Islam;
- identify the cultural contributions of the Islamic world to the west.

### Topics

- The Beginnings of Christianity and the Conversion of Rome
- The Migrations and Transformation of the Roman Empire
- The Byzantine Empire
  - Constantinople: Capital City
  - Byzantine State
  - Economy
  - A Christian Empire
  - Byzantine Culture
  - Historical Path
- The Origins of Islam

- Islam: Expansion and Cultural Contributions

### Concepts

- barbarian
- Byzantium
- caliph
- Christianization
- martyr
- Mecca
- prophet

### Vocabulary

- barbarian
- caliph
- caliphate
- Kufic
- Dervish
- diaspora
- emir
- Gospel
- martyr
- Messianism
- mystic
- orthodox
- Greek-cross plan
- prostration
- rabbi
- synagogue

## Lesson 5. The Medieval Period

Code: C515G09U03L05

### Objectives

At the end of the lesson the student will:

- explain the concept of the *Middle Ages* and its importance to the understanding of the history of the Western world;
- describe the conditions in Europe that led to the emergence of feudalism;
- describe the essential characteristics of feudalism in terms of its social organization;
- identify and explain the fundamental historical events that occurred during the High and Low Middle Ages;
- explain the contribution of medieval civilization to the development of humanity.

### Topics

- The Middle Ages: the Concept and its Study
- Early Middle Ages
  - Germanic Kingdoms
  - Papacy and Carolingian Empire

- Feudal Society
  - Medieval Art: Romanesque
  - Islamic Empire: Al-Andalus
  - Byzantine Empire
- Late Middle Ages
  - 11th century: Changes and Transformations
  - The Crusades
  - The Hundred Years' War and the Black Death
  - Medieval Art: Gothic
- Balance of the Middle Ages: Contributions

### Concepts

- castle
- crusades
- fiefdom
- gothic
- church
- Black Death
- Romanesque

### Vocabulary

- semi-circular arch
- barrel vault
- Chanson de geste
- cloister
- clergy
- Courts
- dogma
- scholastic
- fiefdom
- guild
- iconoclast
- troubadour
- joust
- original sin
- refectory
- theology
- Keep
- vain

## Unit 4. Modern Period, 15th to 17th Centuries

At the end of this unit, the student will have completed the objectives found in the following lessons.

### Lesson 1. Europe in Transition

Code: C515G09U04L01

#### Objectives

At the end of the lesson the student will:

- explain in their own words the events that marked the beginning of the modern age;
- analyze the rupture and continuity process between the Middle Ages and the Modern Age;
- identify the main changes that characterize the Modern Period.

#### Topics

- What does Modern Age Mean?
- Towards the Modern Age: Changes and Transformations
  - Population Growth
  - Economic Transformations
  - Social Changes
  - Political Changes

#### Concepts

- Ancien Régime
- bourgeoisie
- merchant capitalism
- city
- population growth
- Modern Age
- Modern State

#### Vocabulary

- Ancien Régime
- Stock Exchange
- capitalism
- merchant capitalism
- class consciousness
- businessman
- Modern State
- National State
- hacienda
- mortality rate
- birth rate
- Authoritarian monarchy

## Lesson 2. Renaissance: Culture and Thought

Code: C515G09U04L02

### Objectives

At the end of the lesson the student will:

- explain the characteristics that define the Renaissance;
- analyze the relevance of Italian cities and patronage in the emergence of the Renaissance;
- argue the relevance of printing for the dissemination of Renaissance ideas;
- define in their own words the concept of *humanism*;
- identify the main literary, musical, and artistic works of the Renaissance
- evaluate the relationship between humanism and the Scientific Revolution.

### Topics

- What was the Renaissance?
- The Renaissance in the Italian City-States
- Expansion of the Renaissance Through Europe
- Renaissance Society
- Humanism
- Humanism in the Arts and Knowledge
  - Painting
  - Sculpture
  - Architecture
  - Literature
  - Theater
  - Music and Dance
  - Philosophy
- Humanism and Scientific thought: Towards the Scientific Revolution

### Concepts

- anthropocentric
- beauty
- Greco-Roman culture
- humanism
- Italy
- patron
- Neoplatonism
- rebirth

### Vocabulary

- anthropocentric
- *chanson*
- *cinquecento*
- city-state
- chiaroscuro
- deductive
- playwright



- epirical
- madrigal
- mannerism
- patron
- patronage
- mass
- motet
- Neoplatonism
- pastoral literature
- picaresque novel
- perspective
- *quattrocento*
- *sfumato*
- villancico

### Lesson 3. Age of “Discovery”

Code: C515G09U04L03

#### Objectives

At the end of the lesson the student will:

- Explain in their own words the causes of the age of “discovery;”
- Analyze the effects of the conquest and colonization had on indigenous civilizations;
- Analyze the consequences of the “Discovery” for European nations.

#### Topics

- Causes of the Age of “Discovery”
  - Political
  - Economic
  - Ideological
  - Technical
- Portugal and Spain: Overseas Expansion
- The Exploration of Africa
- Columbus’s Project
- The First Two Voyages
- The Encounter
- The Conquest and Colonization Process
- Europe After the “Discovery”

#### Concepts

- Africa
- conquest and colonization
- encounter
- exploration
- navigation
- "New World"

#### Vocabulary

- papal bull
- Santa Fe Capitulations
- colony
- colonization
- triangular trade
- conquest
- contraband
- objectify
- discovery
- spices
- raw material
- mercantilism
- miscegenation
- metropolis
- mita
- piracy
- System of encomienda and distribution
- Geocentric model

#### Lesson 4. Reformation and Counter-Reformation

Code: C515G09U04L04

##### Objectives

At the end of the lesson the student will:

- explain the influence of humanism on European spiritual life;
- analyze the historical process of the Protestant Reformation and its effects on the Catholic Church;
- analyze the ideas of Luther and Calvin;
- appreciate the humanist contributions of Erasmus of Rotterdam;
- explain, in their own words, what the Counter-Reformation consisted of;
- compare and contrast the ideas of Protestants and Catholics;
- argue about religious intolerance and its relationship to Wars of Religions.

##### Topics

- Humanism and Religion: Reorganization of the Spiritual Life
- The Protestant Reformation
- Other Reformers: John Calvin and Huldrych Zwingli
- Anglicanism
- The Conter-Reformation or Catholic Reformation
  - The Society of Jesus
  - The Council of Trent
  - The Holy Inquisition
- Religious Intolerance: Wars of Religion
- Economy and Society

##### Concepts

- papal bulls
- excommunicate
- faith
- heresy
- intolerance
- religion
- theology

#### Vocabulary

- excommunicate
- heresy
- Idolatry
- infallible
- intolerance

## Unit 5. Centuries of Transformations: Absolutism, Enlightenment, and Revolutions, 17th to 19th Centuries

At the end of this unit, the student will have completed the objectives found in the following lessons.

### Lesson 1. Monarchical Absolutism

Code: C515G09U05L01

#### Objectives

At the end of the lesson the student will:

- describe the characteristics of monarchical absolutism;
- explain the basis of monarchical absolutism;
- identify the main examples of absolute monarchies;
- analyze the causes and effects of the Thirty Years' War;
- analyze how absolutism was reflected in the arts.

#### Topics

- Absolutism
- French Absolutism
- The Absolute Monarchy in Spain
- The Absolute Monarchy in England
- Russia's Awakening
- The Thirty Years' War
  - Consequences
- Absolutism in Art: from Baroque to Rococo

#### Concepts

- absolutism
- Baroque
- Nation state
- Thirty Years' War
- Peace of Westphalia
- Rococo
- Russia

#### Vocabulary

- centralism
- defenestrate
- delegate
- deported
- design
- despotic
- jurisdiction
- iconography
- territory integrity
- supremacy
- valid

## Lesson 2. The Enlightenment

Code: C515G09U05L02

### Objectives

At the end of the lesson the student will:

- analyze the relationship between the English Bill of Rights and the emergence of the Enlightenment;
- explain what the Enlightenment consisted of;
- analyze the importance of the Enlightenment and its main repercussions;
- will provide examples of Enlightened despotism.

### Topics

- The Glorious Revolution
- Enlightened Thought
  - Enlightenment Thinkers
  - The *Encyclopedia*
  - Science and Technological Innovation in the 18th Century
- Enlightened Despotism

### Concepts

- aristocracy
- bourgeoisie
- Bill of Rights
- enlightened despotism
- empiricism
- encyclopedia
- constitutional monarchy
- enlightened thought
- reason
- technology

### Vocabulary

- aristocracy
- bourgeoisie
- deism
- empiricist doctrines
- erosion
- liberal ideas
- Intendant
- constitutional monarchy
- revelation
- *tories*
- whigs

## Lesson 3. The Crisis of the Ancien Régime

Code: C515G09U05L03

### Objectives

At the end of the lesson the student will:

- explain the concept of *Ancien Régime* in their own words;
- identify the main characteristics of the Ancien Régime;
- analyze the historical process of the independence of the 13 Colonies;
- analyze the historical process of the French Revolution;
- evaluate the repercussions and influences of the French Revolution in the modern world.

### Topics

- The Ancien Régime
- The 13 Colonies Rebel. The Emergence of the United States of America
- France Before the Revolution: Crisis in the Ancien Régime
- The French Revolution
  - The Meeting of the States General: the Revolution is Triggered
  - Fall of the Bastille: a symbol of oppression of the Ancien Régime vanishes
  - Towards a New Government
  - The National Convention: a Revolution within the French Revolution
  - The Terror: The Violence as Path to Republican Virtue
  - The Dismantling of Terror: the Creation of the Directory
- Women in the French Revolution: A Silenced Force

### Concepts

- aristocracy
- bureaucracy
- citizen
- rights
- Estates-General
- independence
- woman
- French Revolution

### Vocabulary

- antagonism
- blessing
- bureaucrat
- conclave
- quotidian:
- aristocratic elite
- private sphere
- public sphere
- factionalism
- healthy indifference
- precarious
- came to light
- patriarchal system

- undermine

## Lesson 4. The Napoleonic Era

Code: C515G09U05L04

### Objectives

At the end of the lesson the student will:

- cite the historical relevance of Napoleón Bonaparte;
- analyze the historical process of the Napoleonic Empire;
- evaluate the impact of the Napoleonic Empire on Europe and America.

### Topics

- Napoleón Bonaparte
- Coup of 18 Brumaire
- Consulate (1799-1803)
- The Emergence and Expansion of an Empire (1802-1814)
- Decline of the Empire
- Consequences of the Napoleonic Era
  - Ideological
  - Political and Economic
  - Military and Demographic

### Concepts

- Civil Code
- Consulate
- Directory
- expansion
- coup d'état
- Napoleonic wars
- hegemony
- empire

### Vocabulary

- self-determination
- coalition
- Congress of Vienna
- mercenary
- nationalism
- referendum
- secularization

## Lesson 5. America in Times of Change

Code: C515G09U05L05

### Objectives

At the end of the lesson the student will:

- analyze the Haitian Revolution and its historical influence and importance;
- organize the events of the Independence of America in chronological order;

- evaluate the reasons why the American colonies rebelled;
- compare and contrast Brazil's independence process with that of the Spanish colonies.

### Topics

- Haiti's Independence
- Transformations and Colonial Crisis in Latin America
  - Portugal, the Pombal reforms and Brazil
  - Spain and the Bourbon Reforms in Hispanic America
- Proclamation of Independence in Latin America
- Cuba and Puerto Rico

### Concepts

- slavery
- independence
- liberators
- reforms
- republic
- revolution

### Vocabulary

- Creole
- insurgent
- peninsular
- protectorate
- royalist
- plantation
- system



## Unit 6. Reordering, 19th to 20th Centuries

At the end of this unit, the student will have completed the objectives found in the following lessons.

### Lesson 1. Reordering and Reaction

Code: C515G09U06L01

#### Objectives

At the end of the lesson the student will:

- explain the concepts of *nationalism* and *liberalism* in their own words;
- analyze Romanticism as a reaction to the socio-political processes of the time;
- evaluate the historical process of the Congress of Vienna;
- analyze the historical relevance of Metternich and how he relates to the reordering of Europe;
- identify the main conflicts of the studied period by relating them to the ideological currents of liberalism and nationalism;
- describe how the authority of the king is replaced by the authority of the law.

#### Topics

- Ideological Currents: Nationalism and Liberalism
  - Liberalism
  - Nationalism
- Romanticism and Nationalism: Philosophy , Art, Literature, and Music
- Restoration Europe
  - Holy Alliance
  - Metternich System
- Crisis of the Holy Alliance: Period of Revolutions
  - The Stifled Revolutions of the 1820s
  - The Revolutions of 1830
  - The Revolution of 1848
- Struggles for National Liberation and Territorial Unification of Italy and Germany
  - The Unification of Italy
  - The Unification of Germany

#### Concepts

- Congress of Vienna
- liberalism
- nationalism
- restoration
- romanticism
- Holy Alliance
- unification

#### Vocabulary

- Confederation of the Rhine
- Constitution
- idealism

- irrationalism
- islamic
- means of production
- Neoclassical
- Neo-Gothic
- proletariat
- *Reich*
- capitalist system
- electoral census system
- socialism
- utopian socialism
- secret society
- virtuoso

## Lesson 2. Industrial Revolution

Code: C515G09U06L02

### Objectives

At the end of the lesson the student will:

- explain the social, political, and economic causes that drove the Industrial Revolution;
- analyze how technological innovations affected production, transport, and communications;
- identify the main characteristics of the phases of the Industrial Revolution;
- assess the social changes and the living conditions of workers;
- describe the impact of the Industrial Revolution on the environment and the natural landscape;
- analyze the relationship between Industrial Revolution, capitalism, and colonialism.

### Topics

- Industrial Revolution in England
  - The Agricultural Revolution
  - Population and Modes of Transport Development
  - The Improvement of Industrial Production Techniques
- The Unending Process of the French Industrial Revolution
  - French financing and industrialization
  - French textile and steel industry
- Industrialization in Germany
- The Industrial Revolution in the United States
- The Social and Environmental Impact of Industrialization

### Concepts

- capital
- energy
- industry
- workforce
- machine

- raw material
- media
- modes of transport
- technology

#### Vocabulary

- enclosure acts
- Crimean War
- long-lived
- fallow system

### Lesson 3. Towards a New World Order

#### Code: C515G09U06L03

#### Objectives

At the end of the lesson the student will:

- analyze the ideas of modernity and their relation with the national project;
- explain what is a world power and its sociopolitical implications.
- compare and contrast the world powers studied;
- evaluate the historical process through which the United States positioned itself as a world power.

#### Topics

- Modernity and Nation: The Emergence of World Powers
- Victorian England
- France, from the Second Republic to the Second Empire
- The German Empire
- The Russian Empire
- The Austro-Hungarian Empire
- A New Power Emerges: A Reconstructed United States

#### Concepts

- Estate
- expansion
- modernity
- nation
- world power

#### Vocabulary

- Great Northern War
- Boers War
- Opium War
- national workshops

## Lesson 4. Imperialism

Code: C515G09U06L04

### Objectives

At the end of the lesson the student will:

- discuss the ideological foundations of imperialism;
- compare and contrast the British and French empires;
- explain the relationship between capitalism and expansionism;
- provide examples of cultural imperialism;
- analyze how the distribution of Africa, Asia, and Central America affected their respective societies;
- study the United States and Japanese empires.

### Topics

- Imperialism and Colonialism
- British Imperialism
- French Imperialism
- German Imperialism, the Russian Empire, and Japan's Surprise
- Imperialism in the United States
- Consequences of Imperialism in Africa and Asia
- Latin America Under Global Imperialism

### Concepts

- colonialism
- expansion
- cultural imperialism
- metropolis
- territories

### Vocabulary

- Equatorial Africa
- Algeciras Conference
- Fachoda Incident
- Manifest Destiny
- Monroe Doctrine
- *entente cordiale*
- big stick policy

## Lesson 5. Social Movements and Struggles

Code: C515G09U06L05

### Objectives

At the end of the lesson the student will:

- appreciate the different artistic manifestations as cultural products of socioeconomic changes.
- explain the various reactions to the changes of the time under study;
- analyze the emergence of new social subjects;
- explain the relationship between nation-state and modern citizen

- describe the characteristics of the city and bourgeois culture;
- compare and contrast the living conditions of the bourgeoisie and the proletariat;
- appreciate the historical relevance of the suffragette struggle;
- analyze the workers' struggle from the perspective of the ideologies of socialism, anarchism, and communism.

#### Topics

- The Workers' Struggle
- Anarchism and Socialism
- First and Second International
- Changes in Industrial Companies
- Fight for Women's Suffrage
- Scientism
- Reactionary Art: Symbolism, Naturalism, Realism, Impressionism, and Post-Impressionism

#### Concepts

- anarchism
- scientism
- feminism
- impressionism
- workers struggle
- naturalism
- realism
- symbolism
- unionism
- socialism
- women's suffrage

#### Vocabulary

- repressed unconscious
- reformist
- revolutionary
- unionism
- *trade unions*

## Unit 7. A World in Turmoil: 1890-1950

At the end of this unit, the student will have completed the objectives found in the following lessons.

### Lesson 1. *The Belle Époque: the Calm Before the Storm, 1890-1914*

Code: C515G09U07L01

#### Objectives

At the end of the lesson the student will:

- explain the characteristics of the *Belle Époque*;
- Analyze the culture and society of the period studied;
- identify the main artistic and technical manifestations of the *Belle Époque*;
- Evaluate the socio-cultural position of women.

#### Topics

- *The Belle Époque*
- Social and Economic Transformations
- The Advances of the *Belle Époque*
- Fun and Leisure
  - Travel and Tourism
  - The Arts and Amusement

#### Concepts

- cinema
- division of labor
- technological innovation
- social mobility
- leisure
- Paris
- tourism

#### Vocabulary

- bohemian
- division of labor
- glamour
- social mobility
- leisure

### Lesson 2. First World War

Code: C515G09U07L02

#### Objectives

At the end of the lesson the student will:

- examine the causes of World War I;
- analyze the development of the war conflict;
- evaluate the consequences of World War I

#### Topics

- The Alliances

- Why the Great War?
- The Development of World War I
- The Peace Treaties
- Consequences of World War I

#### Concepts

- Germany
- alliances
- imperialism
- Austro-Hungarian Empire
- The Balkans
- nationalism
- Pan-Slavism

#### Vocabulary

- Pan-Slavism
- ultimatum

### Lesson 3. Period Between Wars

**Code: C515G09U07L03**

#### Objectives

At the end of the lesson the student will:

- identify the causes of the Russian and Mexican revolutions;
- analyze the relationship between capitalism, imperialism, and neocolonialism;
- explain the causes of the Great Depression;
- identify the main characteristics of fascism and Nazism;
- appreciate the culture of the 1920s.

#### Topics

- Mexican revolution
- Russian Revolution and Stalinism
- Post-War Europe 1920-1924
- The Culture Between Wars: the Roaring Twenties
- The Great Depression
- Mussolini and Hitler: a New Era in Europe

#### Concepts

- Bolsheviks
- capital
- leader
- crisis
- culture
- Stalinism
- fascism
- nazism
- revolution
- socialism

- Soviets
- totalitarianism

### Vocabulary

- aryan
- Bolsheviks
- Stock Exchange
- Blackshirt
- concentration camp
- leader
- Conference of Genoa
- *Duce*
- speculation
- fascist
- *Führer*
- nazism
- gold standard
- Dawes Plan
- Plan of Ayala
- Soviets
- Third International

## Lesson 4. Second World War

Code: C515G09U07L04

### Objectives

At the end of the lesson the student will:

- examine the causes of World War II;
- analyze the development of the war conflict;
- discuss the consequences of the use of science and technology for military purposes;
- analyze the historical relevance of the analysis and study of the Holocaust;
- evaluate the consequences of World War II.

### Topics

- Spanish Civil War
- Towards World War II: the Formation of Alliances
- Development of the War
  - The Advance of the Axis
  - The Climax of the War: the Allies Advance
  - The End of the War
- Consequences of the War

### Concepts

- atomic bomb
- The Axis
- Blitzkrieg
- The Allied



- UN

### Vocabulary

- Munich Conference
- geopolitics
- Blitzkrieg
- German-Soviet Nonaggression Pact (Molotov-Ribbentrop Pact)

## Lesson 5. The Cold War

Code: C515G09U07L05

### Objectives

At the end of the lesson the student will:

- identify the background of the Cold War;
- analyze the consequences of the Cold War's global tensions;
- identify the conflicts caused by the Cold War;
- examine how global tensions were reflected in the cultural production of the period under study.

### Topics

- What was the Cold War
- A Polarized World
- Chinese Revolution
  - The Cultural Revolution
- Korea and the Cold War
- The Red Scare: McCarthyism and Persecution
- The Space Race
- Culture During the Cold War

### Concepts

- red scare
- weapons build-up
- capitalist bloc
- communist bloc
- space race
- satellite states
- persecution
- propaganda
- the cultural revolution

### Vocabulary

- weapons build-up
- Great Purge
- satellite state
- propaganda

## Unit 8. 20th and 21st Century: Old and New Challenges

At the end of this unit, the student will have completed the objectives found in the following lessons.

### Lesson 1. Decolonization, Post-colonialism and Revolution: 1940-1960

Code: C506G09U08L01

#### Objectives

At the end of the lesson the student will:

- define in their own words the concepts *decolonization* and *postcolonialism*
- discuss the current relevance of decolonization movements;
- analyze the main conflicts of the period under study.

#### Topics

- Decolonization and Postcolonialism
- China and Japan
- Indian Independence
- Decolonization in Africa
  - Egypt, Angola, and Algeria
  - The Case of South Africa
- Vietnam War
- Crisis in the Middle East
- Cuban Revolution
- Populism in Latin America

#### Concepts

- *apartheid*
- decolonization
- independence
- populism
- postcolonialism

#### Vocabulary

- *afrikáans*
- *apartheid*
- decode
- decolonization
- economic embargo
- guerrilla warfare
- Hindu
- Pan-Arabism
- postcolonialism
- Postmodern
- Shintoism

## Lesson 2. Social Revolutions, 1960-1980

Code: C515G09U08L02

### Objectives

At the end of the lesson the student will:

- discuss the current relevance of civil rights movements;
- analyze the demands of the student movements and the state's responses;
- identify the characteristics of countercultural movements;
- explain the women's movements within the sexual revolution;
- analyze the cultural reaction to HIV;
- appreciate the culture of the studied period.

### Topics

- Unrest in the U.S.: Civil Rights Movement
- Student Movements
- Sexual Revolution
- Countercultural Movements
- Latin American *Boom*
- Reactions to HIV

### Concepts

- counterculture
- civil rights
- feminism
- *hippie*
- HIV
- *punk*
- magical realism
- racial segregation

### Vocabulary

- counterculture
- discrimination
- magical realism
- racial segregation
- Acquired Immunodeficiency Syndrome (AIDS)
- racial supremacy

## Lesson 3. A New World Order?: 1970-1999

Code: C515G09U08L03

### Objectives

At the end of the lesson the student will:

- analyze the social, economic, and political consequences of the end of the Cold War;
- define the concept of *neoliberalism* in their own words;
- identify the main conflicts of the time being studied by relating them to the new world order;

- discuss the advantages and disadvantages of the technology and telecommunications boom.

### Topics

- Globalization and Neoliberalism: Margaret Thatcher and Ronald Reagan
- Fall of the Berlin Wall: Territorial Rearrangement and Clashes in the Former Soviet Union
  - German Reunification after the fall of the Berlin Wall
  - Czechoslovakia Division
  - Crisis in the Balkans
  - Yugoslavia Disappears
  - Serbian-Bosnia War
- New Economic Blocs
  - The Maastricht Treaty
  - North America and NAFTA
- Longing for Separation: Ireland and the Basque Country
- Africa: Civil Wars in Somalia and Rwanda
- Persian Gulf War
- The Pacific Rim Countries in Asia
- Telecommunications *Boom*

### Concepts

- economic alliances
- globalization
- civil wars
- neoliberalism
- reunification
- separatism
- technology

### Vocabulary

- genocide
- law of supply and demand
- microprocessor
- multinational corporation
- purchasing power

## Lesson 4. Old and New Challenges, 2000-2017

Code: C515G09U08L04

### Objectives

At the end of the lesson the student will:

- analyze the global political and economic organization of the 21st century;
- will assess the features of the terrorist attacks of September 11, 2001 and the war against Afghanistan and Iraq;
- identify the biggest challenges today;
- propose solutions to current conflicts;

- analyze the historical relevance of the present century.

### Topics

- United States
  - 9/11: War Against Afghanistan
  - Barack Obama Presidency
  - New International Relations Between the United States and Cuba?
  - 2016 Presidential Elections
- Expansion and Economic Crisis: Crisis of Neoliberalism
- Latin America and a New Broken Road
  - Venezuela and Hugo Chávez
  - Colombia and the FARC an Exceptional Case
  - Evo Morales: an Indigenous Man in Power
- The European Union Transforms: *Brexit*
- A Look at the Middle East
  - The Crisis Continues: Palestine and Israel
  - A New Threat: ISIS
  - Syria or the Border Crisis

### Concepts

- 9/11
- *Brexit*
- climate change
- chavismo
- embargo
- borders
- Indigenismo
- ISIS
- paramilitary
- terrorism

### Vocabulary

- climate change
- \*\*\*\*fenotípicamente
- Mujahideen
- arab spring
- to impeach
- terrorism

## Lesson 5. Culture, Society, and The Environment in the Digital Age

Code: C515G09U08L05

### Objectives

At the end of the lesson the student will:

- Relate the concepts of globalization and the information society to current trends in socialization;
- identify the main characteristics of culture on the web;

- look at the social justice movements;
- propose solutions to protect and coexist with the environment.

### Topics

- The Global Village
- Social Networks
- Artistic Demonstrations in the Digital Age
- Consumption, Environment, and Poverty
- Social and Environmental Citizens' Initiatives

### Concepts

- global village
- art
- self-management
- consumption
- culture
- sustainable development
- social networks
- socialization

### Vocabulary

- self-management