Georgia Standards World History

The high school world history course provides students with a comprehensive, intensive study of major events and themes in world history. Students begin with a study of the earliest civilizations worldwide and continue to examine major developments and themes in all regions of the world. The course culminates in a study of change and continuity and globalization at the beginning of the 21st century.

The <u>boldface page numbers</u> are the essential pages for covering the Georgia Performance Standards.

	Fundamental Economic Concepts		
SSWH1 The student will analyze the origins, structures, and interactions of complex societies in the			
ancient Eastern Mediterranean from 3500 BCE to 500 BCE.			
a. Describe the development of Mesopotamian societies; include the religious, cultural, economic, and political facets of society, with attention to	Pages 18-19, 26-33	Religious: Coach Arsenault (Example) Cultural:	
Hammurabi's law code. (5)		Economic:	
		political facets of society: Hammurabi's law code:	
b. Describe the relationship of religion and political authority in Ancient Egypt. (1)	34, 35-36, 37-45		
c. Explain the development of monotheism; include the concepts developed by the ancient Hebrews, and Zoroastrianism. (2)	49-51, 57	Hebrews: Zoroastrianism:	

d. Describe early trading networks in the Eastern Mediterranean; include the impact Phoenicians had on the Mediterranean World. (1) e. Explain the development and importance of writing; include cuneiform, hieroglyphics, and the	30, 24-43, 48, 53	
Phoenician alphabet. (1) SSWH2 The student wi	ll identify t	he major achievements of Chinese and Indian societies from 1100
55 W 112 The student wi	in identity t	BCE to 500 CE.
a. Describe the development of Indian civilization; include the rise and fall of the Maurya[n] Empire, the "Golden Age" under Gupta, and the emperor Ashoka (Asoka.)	Pages 64-67, 68-71 75, 76-79, 80-81	Maurya[n] Empire: "Golden Age" under Gupta:
b. Explain the development and impact of Hinduism and	72-75, 76, 216, 217,	Emperor Ashoka:
Buddhism on India and subsequent diffusion of Buddhism. (1)	222-223, 282, 284-285, 291	
c. Describe the development of Chinese civilization under the Zhou and Qin. (2)	87-90, 91, 93, 94-96, 97, 99, 103	Zhou: Qin:

d. Explain the impact of Confucianism on Chinese culture; include the examination system, the Mandate of Heaven, the status of peasants, the status of merchants, and the patriarchal family, and explain diffusion to Southeast Asia, Japan, and Korea.	87-89, 90-92, 93, 99, 103, 220-221, 291-292	Confucianism: examination system: (p. 91, Turning Point)
(5)		Mandate of Heaven:
		status of peasants:
		status of merchants:
		patriarenarianniy.
e. Explain how the geography of the Indian Subcontinent contributed to the movement of people and ideas. (1)	66-67*, 69-70 , 71, 78 , 82-83	
Look at the mountains, rivers and plains.		
geography of the Indian Subcontinent contributed to the movement of people and ideas. (1) Look at the mountains,	69-70, 71, 78,	status of merchants: patriarchal family:

SSWH3 The student will examine the political, philosophical, and cultural interaction of Classical Mediterranean societies from 700 BCE to 400 CE.			
a. Compare the <u>origins</u> and structure of the Greek polis, the Roman Republic, and the Roman Empire. (3)	Pages 112-113, 114-117, 148-150, 151-155, 156-159, 174-177, 178-183	Greek polis: Roman Republic:	
		Roman Empire:	
b. Identify the ideas and impact of important individuals; include Socrates, Plato, and Aristotle and describe the diffusion of Greek culture by Aristotle's pupil Alexander the Great and the impact of Julius and	109, 111, 129-131, 136-137, 138-140, 154-156, 157	Socrates: Plato:	
Augustus Caesar. (4)		Aristotle: (describe the diffusion of Greek culture by Aristotle's pupil)	
		Alexander the Great and the impact of Julius and Augustus Caesar	
c. Analyze the contributions of Hellenistic and Roman culture; include law, gender, and science.	112-116, 120-122, 138-139, 149-150, 162-163	Law: Gender:	
		Science:	

d. Describe polytheism in	124-125,	
the Greek and Roman	131,	
world and the origins and	168-173,	
diffusion of Christianity	178-181	
in the Roman world.	170-101	
in the Roman world.		
(1)		
e. Analyze the factors that	174-177,	
led to the collapse of the	178-181	
Western Roman Empire.	170 101	
Western Roman Empire.		
(1)		
SSWH4 The		l analyze the importance of the Byzantine and Mongol
- A11		ires between 450 CE and 1500 CE.
a. Analyze the	Pages	Empress Theodora:
importance of Justinian;	222 222	
include the influence of	322-323,	
the Empress Theodora,	327,	
Justinian's Code, and	329-330	
Justinian's efforts to		Justinian's Code:
recapture the west.		
(3)		
		Justinian's efforts to recapture the west:
1. D		the import Department had an Manager and the Department Function
b. Describe the	220	the impact Byzantium had on Moscow and the Russian Empire:
relationship between the	320,	
Roman and Byzantine	321-324,	
Empires; include the	325, 327,	
impact Byzantium had on	330, 331 ,	
Moscow and the Russian	359	the effect of Dyzgentine culture on Teen Iven III and View
Empire, the effect of		the effect of Byzantine culture on Tsar Ivan III and Kiev:
Byzantine culture on Tsar		
Ivan III and Kiev, and the		
rise of Constantinople as		
a center for law, religion,		
and the arts.		
(3)		the rise of Constantinople as a center for law, religion, and the arts:
	I	

c. Explain the Great	324, 327,	
Schism of 1054 CE.	330	
(1)		
(1)		
d. Analyze the spread of	400	role of Chinggis (Genghis) Khan
the Mongol Empire; include the role of	199,	
Chinggis (Genghis) Khan	269-272 , 275-277,	
in developing the empire,	280-281,	
the impact of the	321, 329	
Mongols on Russia,	, , , ,	
China and the West, the		the impact of the Mongols on Russia, China and the West, the
development of trade, and		development of trade
European observations		
through the writings of		
Marco Polo.		
(3)		
		European observations through the writings of Marco Polo
e. Explain the Ottoman	484,	
Empire's role in the	485-486,	
decline of Byzantium and	489,	
the capture of	490-491,	
Constantinople in 1453	505	
CE.		
(1)		
SSWH5 The student wi	II trace the	origins and expansion of the Islamic World between 600 CE and 1300 CE.
a. Explain the origins of	Pages	
Islam and the growth of	100 100	
the Islamic Empire.	188-190,	
(1)	191, 192-196,	
(1)	192-190,	
	211-213	
b. Identify the Muslim	197,	
trade routes to India,	200-201,	
China, Europe, and	203,	
Africa and assess the	211-212,	
economic impact of this	240-241	
trade.		
(1)		

c. Explain the reasons for the split between Sunni and Shia Muslims.	194, 210, 213, 224	
d. Identify the contributions of Islamic scholars in medicine (Ibn Sina) and geography (Ibn Battuta).	204, 205 , 212-213, 247 , 249, 259, 392	medicine (Ibn Sina):
(2)		geography (Ibn Battuta):
e. Describe the impact of the Crusades on both the Islamic World and Europe.	198, 213, 325-327, 331	
f. Analyze the relationship between Judaism, Christianity, and Islam.	191, 192-193, 198, 211, 213, 215, 233	Judaism:
		Christianity:
		Islam:

55 WHO The student will	describe th	e diverse characteristics of early African societies before 1800 CE.
a. Identify the Bantu migration patterns and contribution to settled agriculture. (1)	Pages 246-247, 260	
b. Describe the development and decline of the Sudanic kingdoms (Ghana, Mali, Songhai); include the roles of Sundiata, and the pilgrimage of Mansa Musa to Mecca. (3)	242-245, 249, 259-260, 261	Mali: Songhai:
- Danault 41 44 12		
c. Describe the trading	242-245,	
networks by examining	246,	
networks by examining trans-Saharan trade in gold, salt, and slaves;	246, 247-249 , 252,	
networks by examining trans-Saharan trade in gold, salt, and slaves; include the Swahili trading cities.	246, 247-249 ,	
networks by examining trans-Saharan trade in gold, salt, and slaves; include the Swahili trading cities. (1)	246, 247-249 , 252, 259-260, 261	
networks by examining trans-Saharan trade in gold, salt, and slaves; include the Swahili trading cities.	246, 247-249 , 252, 259-260,	

SSWH7 The student wil	ll analyze E	uropean medieval society with regard to culture, politics, society, and economics.
a. Explain the manorial system and feudalism;	Pages	
include the status of	306-307,	
peasants and feudal	308-309,	
monarchies and the	310-311,	
importance of	312-315,	
Charlemagne.	316-319,	
	331,	
(1)	336-338,	
	363	
b. Describe the political	342-347	
impact of Christianity;		
include Pope Gregory VII		
and King Henry IV of		
Germany (Holy Roman Emperor).		
Emperor).		
(1)		
c. Explain the role of the	304-307,	
church in medieval	337, 347,	
society.	350	
(1)		
d. Describe how	220 241	
1	338-341 , 364	
increasing trade led to the growth of towns and	304	
cities.		
(1)		

SSWH8 The student will demonstrate an understanding of the development of societies in Central and South America.		
a. Explain the <u>rise and</u> <u>fall</u> of the Olmec, Mayan, Aztec, and Inca empires. (4)	Pages 372-375, 376, 377-378, 379, 383, 384-385, 390, 434-435	Olmec: Mayan:
		Aztec:
		Inca:
b. Compare the culture of the Americas; include government, economy, religion, and the arts of the Mayans, Aztecs, and Incas. (3)	366-367, 368-371, 372-373, 374-376, 377, 378-379, 384-387, 390-391	Mayans: Aztecs:
		Incas:
SSWH9 The student	will analyz	ze change and continuity in the Renaissance and Reformation.
a. Explain the social, economic, and political changes that contributed to the rise of Florence and the ideas of Machiavelli. (1)	Pages 398, 399-401, 403, 425, 427	ge was constantly at the accumulation mutually

b. Identify artistic and scientific achievements of Leonardo da Vinci, the "Renaissance man," and Michelangelo.	398, 403, 404-405, 408, 410-411, 426	Leonardo da Vinci: Michelangelo:
c. Explain the main characteristics of humanism; include the ideas of Petrarch, Dante, and Erasmus.	406-409 , 411, 412-414 , 426-427	Petrarch: Dante:
		Erasmus:
d. Analyze the impact of the Protestant Reformation; include the ideas of Martin Luther and John Calvin.	413-422 , 423, 425, 427	Martin Luther:
(2)		John Calvin:
e. Describe the Counter Reformation at the Council of Trent and the role of the Jesuits. (1)	423 , 426	
f. Describe the English Reformation and the role of Henry VIII and Elizabeth I. (1)	420-421 , 423, 426, 455	

g. Explain the importance of Gutenberg and the invention of the printing press. (1)	402, 538	
SSWH10 The student wi	ll analyze tl	ne impact of the age of discovery and expansion into the Americas, Africa, and Asia.
a. Explain the roles of explorers and conquistadors; include Zheng He, Vasco da Gama, Christopher Columbus, Ferdinand Magellan, James Cook, and Samuel de Champlain. (6)	Pages 430-435, 436-437, 449-451, 510-512, 515, 530-531, 535, 538-539	Zheng He: Vasco da Gama: Christopher Columbus: Ferdinand Magellan: James Cook: Samuel de Champlain:
b. Define the Columbian Exchange and its global economic and cultural impact. (1)	435-436 , 437, 451	
c. Explain the role of improved technology in European exploration; include the astrolabe.	205, 433 , 442, 538-539	

	_	te political and social changes in Japan and in China from the century CE to mid-nineteenth century CE.
a. Describe the policies of the Tokugawa and Qing rulers; include how Oda Nobunaga laid the ground work for the subsequent Tokugawa rulers and how Kangxi came to rule for such a long period in China.	Pages 513-515, 520-523, 525, 533-535	
b. Analyze the impact of population growth and its impact on the social structure of Japan and China.	516-518 , 519, 523 , 525	
SSWH12 The student wil	ll examine (the origins and contributions of the Ottoman, Safavid, and Mughal empires.
a. Describe the geographical extent of the Ottoman Empire during the rule of Suleyman the Magnificent, the Safavid Empire during the reign of Shah Abbas I, and the Mughal Empire during the reigns of Babur and Akbar. (3)	Pages 484, 485-486, 492, 493-494, 498-500, 507	Suleyman the Magnificent: Shah Abbas I:
		Babur and Akbar:

b. Explain the ways in	486-488,	Ottoman Empire:
which these Muslim	489,	religion;
empires influenced	493-495,	
religion, law, and the arts	498-502,	
in their parts of the world.	503, 507	
•		law;
(3)		*
()		
		the arts;
		Safavid Empire:
		religion;
		law;
		the arts;
		N. 1.17
		Mughal Empire: religion;
		religion;
		low.
		law;
		the arts;

SSWH13 The student wil	l examine t	the intellectual, political, social, and economic factors that changed the world view of Europeans.
a. Explain the scientific contributions of Copernicus, Galileo, Kepler, and Newton and how these ideas changed the European world view.	538, 539-542, 545, 547, 570-573	Copernicus:
(4)		Galileo:
		Kepler:
		Newton:
b. Identify the major ideas of the Enlightenment from the writings of Locke, Voltaire, and Rousseau and their relationship to politics and society.	477, 546-548, 549, 551, 553, 569, 573	Locke: Voltaire:
		Rousseau:

SSWH14	The student	will analyze the Age of Revolutions and Rebellions.
a. Examine absolutism through a comparison of	Pages	Louis XIV:
the rules of Louis XIV, Tsar Peter the Great, and Tokugawa Ieyasu. (3)	464-466 , 468-469 , 470-471, 480-481, 520 , 521, 522-523 , 534	Tsar Peter the Great:
		Tokugawa Ieyasu:
b. Identify the causes and results of the revolutions in England (1689), United States (1776), France (1789), Haiti (1791), and Latin	643, 561, 567-569, 576-580, 581-593, 596-603, 604, 607,	England (1689):
America (1808-1825). (5)	708-711, 715, 721	United States (1776):
		France (1789):
		Haiti (1791):
		Latin America (1808-1825):

c. Explain Napoleon's rise to power, the role of	596-598, 600-601,	
geography in his defeat,	602-603,	
and the consequences of	607,	
France's defeat for	624-625	
Europe.		
(1)		
d. Examine the	725-729,	the Opium War:
interaction of China and	731,	
Japan with westerners;	738-739,	
include the Opium War,	741,	
the Tai Ping Rebellion,	744-745,	
and Commodore Perry.	748-750	
		the Tai Ping Rebellion:
(3)		-
		Commodore Perry:

SSWH15 The student will be able to describe the impact of industrialization, the rise of nationalism, and the major characteristics of worldwide imperialism.

a. Analyze the process	Pages	England:
and impact of		
industrialization in	549, 550 ,	
England, Germany, and	614-623,	
Japan,	626-629,	
	632-637,	Germany:
movements for political	640-641,	
reform, the writings of	647-649,	
Adam Smith and Karl	652-659,	
Marx,	660,	Japan:
	661-663,	
and urbanization and its	666-667,	
affect on women.	740-743	
		(movements for political reform)
(6)		Adam Smith:
		Karl Marx:

		urbanization and its affect on women:
b. Compare and contrast the rise of the nation state in Germany under Otto von Bismarck and Japan under Emperor Meiji. (2)	Pages 632-633, 637, 670, 740, 741-743, 745, 750-751	Germany under Otto von Bismarck: Japan under Emperor Meiji:
c. Describe the reaction to foreign domination; include the Russo-Japanese War and Young Turks, and the Boxer Rebellion.	Pages 730-731, 743-744, 745, 751, 822-823, 828-833, 834-835, 851-853	the Russo-Japanese War: Young Turks:
		the Boxer Rebellion:

d. Describe imperialism in Africa and Asia by comparing British policies in Africa, French policies in Indochina, and Japanese policies in Asia; include the influence of geography and natural resources. (3)	686-687 , 688, 696-697 , 716-717, 719, 721, 743-744, 750	British policies in Africa: French policies in Indochina: Japanese policies in Asia:
SSWH16 The student w	ill demonst	rate an understanding of long-term causes of World War I and its
		global impact.
a. Identify the causes of the war; include Balkan nationalism, entangling alliances, and militarism.	Pages 673, 758-761, 784-787	
b. Describe conditions on the war front for soldiers; include the Battle of Verdun.	756-757, 762-763, 764-765, 766-769, 770-771, 778-780	
c. Explain the major decisions made in the Versailles Treaty; include German reparations and the mandate system that replaced Ottoman control. (1)	780, 781-783, 784-787	
d. Analyze the destabilization of Europe in the collapse of the great empires; include the Romanov and Hapsburg dynasties. (1)	772-774, 775, 777, 779-780, 781, 787	

		to identify the major political and economic factors that shaped es between World War I and World War II.
a. Examine the influence of Albert Einstein on science, Sigmund Freud on social thinking and Pablo Picasso on art. (3)	Pages 541, 675-677, 679-680, 682-683, 802, 803, 815, 895	Albert Einstein: Sigmund Freud: Pablo Picasso:
b. Determine the causes and results of the Russian Revolution from the rise of the Bolsheviks under Lenin to Stalin's first Five Year Plan.	772-777, 799-801, 803, 817-818	
c. Describe the rise of fascism in Europe and Asia by comparing the policies of Benito Mussolini in Italy, Adolf Hitler in Germany, and Hirohito in Japan.	796-799 , 803, 804-809 , 810-811, 812-813 , 817-819, 835 , 859-860 , 893	Benito Mussolini in Italy: Adolf Hitler in Germany:
		Hirohito in Japan:

d. Analyze the rise of nationalism as seen in the ideas of Sun Yat Sen, Mustafa Kemal Ataturk, and Mohandas Gandhi. (3)	706-707, 732-735, 737, 824-825, 827, 832-833, 835, 836-837, 851-853	Sun Yat Sen: Mustafa Kemal Ataturk: Mohandas Gandhi:
e. Describe the nature of totalitarianism and the police state that existed in Russia, Germany, and Italy and how they differ from authoritarian governments. (3)	796-802, 803, 806-809, 810-811, 819	Russia: how Russia differs from authoritarian governments; Germany:
		how Germany differs from authoritarian governments; Italy:
		how Italy differs from authoritarian governments;

f. Explain the aggression and conflict leading to World War II in Europe and Asia; include the Italian invasion of Ethiopia, the Spanish	802-803 , 804-809, 817-819, 856-861 , 862-863, 893	Italian invasion of Ethiopia:
Civil War, the Rape of Nanjing in China, and the German annexation of the Sudetenland.	3,0	the Spanish Civil War:
(4)		
		the Rape of Nanjing in China:
		the German annexation of the Sudetenland:
CONTINUO		
SSWH18 The student w	ill demonst	rate an understanding of the global political, economic, and social
		rate an understanding of the global political, economic, and social impact of World War II. Pearl Harbor:
a. Describe the major conflicts and outcomes;	Pages	impact of World War II.
a. Describe the major conflicts and outcomes; include Pearl Harbor, El-	Pages 864-864,	impact of World War II.
a. Describe the major conflicts and outcomes; include Pearl Harbor, El- Alamein, Stalingrad, D-	Pages 864-864, 885-887,	impact of World War II.
a. Describe the major conflicts and outcomes; include Pearl Harbor, El- Alamein, Stalingrad, D- Day, Guadalcanal, the Philippines, and the end	Pages 864-864,	impact of World War II.
a. Describe the major conflicts and outcomes; include Pearl Harbor, El-Alamein, Stalingrad, D-Day, Guadalcanal, the Philippines, and the end of the war in Europe and	Pages 864-864, 885-887, 890,	impact of World War II. Pearl Harbor:
a. Describe the major conflicts and outcomes; include Pearl Harbor, El-Alamein, Stalingrad, D-Day, Guadalcanal, the Philippines, and the end of the war in Europe and Asia.	Pages 864-864, 885-887, 890,	impact of World War II.
a. Describe the major conflicts and outcomes; include Pearl Harbor, El-Alamein, Stalingrad, D-Day, Guadalcanal, the Philippines, and the end of the war in Europe and	Pages 864-864, 885-887, 890,	impact of World War II. Pearl Harbor:
a. Describe the major conflicts and outcomes; include Pearl Harbor, El-Alamein, Stalingrad, D-Day, Guadalcanal, the Philippines, and the end of the war in Europe and Asia.	Pages 864-864, 885-887, 890,	impact of World War II. Pearl Harbor:
a. Describe the major conflicts and outcomes; include Pearl Harbor, El-Alamein, Stalingrad, D-Day, Guadalcanal, the Philippines, and the end of the war in Europe and Asia.	Pages 864-864, 885-887, 890,	impact of World War II. Pearl Harbor:
a. Describe the major conflicts and outcomes; include Pearl Harbor, El-Alamein, Stalingrad, D-Day, Guadalcanal, the Philippines, and the end of the war in Europe and Asia.	Pages 864-864, 885-887, 890,	impact of World War II. Pearl Harbor:
a. Describe the major conflicts and outcomes; include Pearl Harbor, El-Alamein, Stalingrad, D-Day, Guadalcanal, the Philippines, and the end of the war in Europe and Asia.	Pages 864-864, 885-887, 890,	impact of World War II. Pearl Harbor: El-Alamein:
a. Describe the major conflicts and outcomes; include Pearl Harbor, El-Alamein, Stalingrad, D-Day, Guadalcanal, the Philippines, and the end of the war in Europe and Asia.	Pages 864-864, 885-887, 890,	impact of World War II. Pearl Harbor: El-Alamein:

		D-Day:
		D Duy.
		Guadalcanal:
		the Philippines:
		the end of the war in Europe and Asia:
b. Identify Nazi ideology, policies, and consequences that led to the Holocaust.	804-811, 812-813, 819, 874-878, 891-893	
c. Explain the military and diplomatic negotiations between the leaders of Great Britain (Churchill), the Soviet Union (Stalin), and the United States (Roosevelt/Truman) from Teheran to Yalta and	886-887 , 893, 900-902	
Potsdam and the impact on the nations of Eastern Europe. (1)		

d. Explain allied Post-World War II policies; include formation of the United Nations, the Marshall Plan for Europe, and MacArthur's plan for Japan. (3)	887, 901-902, 914-915, 927, 1024-1025, 1033, 1048	United Nations: Marshall Plan for Europe: MacArthur's plan for Japan:				
	SSWH19 The student will demonstrate an understanding of the global social, economic, and political					
a. Analyze the	Pages	old War and decolonization from 1945 to 1989. India (Gandhi, Nehru):				
revolutionary movements in India (Gandhi, Nehru), China (Mao Zedong, Chiang Kai-shek), and Ghana (Kwame Nkrumah).	706-707, 832-833, 835, 837-841, 851-853, 986, 988, 993, 1012-1214, 1017-1018	China (Mao Zedong, Chiang Kai-shek): Ghana (Kwame Nkrumah):				
b. Describe the formation of the state of Israel and the importance of geography in its development. (1)	678-679, 826-827, 996-999, 1003, 1008					
c. Explain the arms race; include development of the hydrogen bomb (1954) and SALT (Strategic Arms Limitation Treaty, 1972).	903-905 , 906-907, 927, 930					

d. Compare and contrast the reforms of Khrushchev and Gorbachev.	905, 911-912, 923-933, 935	Khrushchev:
(2)		Gorbachev:
e. Analyze efforts in the pursuit of freedom; include anti-apartheid, Tiananmen Square, and the fall of the Berlin	928-929, 938 , 939, 954, 960, 963, 966-967,	anti-apartheid:
Wall. (3)	970-971, 986-987, 990-991, 993, 1004-1005, 1013-1015,	Tiananmen Square: fall of the Berlin Wall:
	1017	
		xamine change and continuity in the world since the 1960s.
a. Identify ethnic	ident will ex Pages	pan-Africanism;
a. Identify ethnic conflicts and new nationalisms; include pan-Africanism, pan-	Pages 30, 935, 939, 951,	
a. Identify ethnic conflicts and new nationalisms; include pan-Africanism, pan- Arabism, and the	Pages 30, 935, 939, 951, 988, 990,	pan-Africanism;
a. Identify ethnic conflicts and new nationalisms; include pan-Africanism, pan-Arabism, and the conflicts in Bosnia-	Pages 30, 935, 939, 951, 988, 990, 998,	
a. Identify ethnic conflicts and new nationalisms; include pan-Africanism, pan-Arabism, and the conflicts in Bosnia-Herzegovina and	Pages 30, 935, 939, 951, 988, 990,	pan-Africanism;
a. Identify ethnic conflicts and new nationalisms; include pan-Africanism, pan-Arabism, and the conflicts in Bosnia-	Pages 30, 935, 939, 951, 988, 990, 998, 1018-1019, 1023, 1044,	pan-Africanism;
a. Identify ethnic conflicts and new nationalisms; include pan-Africanism, pan-Arabism, and the conflicts in Bosnia-Herzegovina and	Pages 30, 935, 939, 951, 988, 990, 998, 1018-1019, 1023, 1044, 1045,	pan-Africanism; pan- Arabism;
a. Identify ethnic conflicts and new nationalisms; include pan-Africanism, pan-Arabism, and the conflicts in Bosnia-Herzegovina and Rwanda.	Pages 30, 935, 939, 951, 988, 990, 998, 1018-1019, 1023, 1044,	pan-Africanism;
a. Identify ethnic conflicts and new nationalisms; include pan-Africanism, pan-Arabism, and the conflicts in Bosnia-Herzegovina and Rwanda.	Pages 30, 935, 939, 951, 988, 990, 998, 1018-1019, 1023, 1044, 1045,	pan-Africanism; pan- Arabism;
a. Identify ethnic conflicts and new nationalisms; include pan-Africanism, pan-Arabism, and the conflicts in Bosnia-Herzegovina and Rwanda.	Pages 30, 935, 939, 951, 988, 990, 998, 1018-1019, 1023, 1044, 1045,	pan-Africanism; pan- Arabism;
a. Identify ethnic conflicts and new nationalisms; include pan-Africanism, pan-Arabism, and the conflicts in Bosnia-Herzegovina and Rwanda.	Pages 30, 935, 939, 951, 988, 990, 998, 1018-1019, 1023, 1044, 1045,	pan-Africanism; pan- Arabism;
a. Identify ethnic conflicts and new nationalisms; include pan-Africanism, pan-Arabism, and the conflicts in Bosnia-Herzegovina and Rwanda.	Pages 30, 935, 939, 951, 988, 990, 998, 1018-1019, 1023, 1044, 1045,	pan-Africanism; pan- Arabism; Bosnia-Herzegovina;
a. Identify ethnic conflicts and new nationalisms; include pan-Africanism, pan-Arabism, and the conflicts in Bosnia-Herzegovina and Rwanda.	Pages 30, 935, 939, 951, 988, 990, 998, 1018-1019, 1023, 1044, 1045,	pan-Africanism; pan- Arabism;
a. Identify ethnic conflicts and new nationalisms; include pan-Africanism, pan-Arabism, and the conflicts in Bosnia-Herzegovina and Rwanda.	Pages 30, 935, 939, 951, 988, 990, 998, 1018-1019, 1023, 1044, 1045,	pan-Africanism; pan- Arabism; Bosnia-Herzegovina;
a. Identify ethnic conflicts and new nationalisms; include pan-Africanism, pan-Arabism, and the conflicts in Bosnia-Herzegovina and Rwanda.	Pages 30, 935, 939, 951, 988, 990, 998, 1018-1019, 1023, 1044, 1045,	pan-Africanism; pan- Arabism; Bosnia-Herzegovina;

b. Describe the breakup of the Soviet Union in 1991 that produced independent countries; include Ukraine, Kazakhstan, and the Baltic States.	931-933 , 934, 935 , 957	
c. Analyze terrorism as a form of warfare in the 20th century; include Shining Path, Red Brigade, Hamas, and Al Qaeda; and analyze the impact of terrorism on daily life; include travel, world energy supplies, and financial markets.	935, 944-945, 951, 957, 976, 997, 1000-1002, 1023, 1040, 1046-1047, 1049, 1057	Shining Path: Red Brigade:
(4)		Hamas: Al Qaeda:
d. Examine the rise of women as major world leaders; include Golda Meir, Indira Gandhi, and	942, 943 , 945, 963, 971-974, 983, 993,	Golda Meir:
Margaret Thatcher. (3)	998-999, 1003, 1019-1020, 1035	Indira Gandhi:
		Margaret Thatcher:

SSWH21 The student will analyze globalization in the contemporary world.				
a. Describe the cultural and intellectual integration of countries into the world economy through the development of television, satellites, and computers. (3)	Pages 946-947, 949, 951, 957, 972, 1038-1040, 1047, 1054-1055	television: satellites: computers:		
b. Analyze global economic and political connections; include multinational corporations, the United Nations, OPEC, and the World Trade Organization. (4)	944, 960, 962, 967, 972, 999, 1017, 1048-1049, 1051-1053, 1075	multinational corporations: the United Nations: OPEC: World Trade Organization:		
c. Explain how governments cooperate through treaties and organizations, to minimize the negative effects of human actions on the environment (1)	947, 1042, 1047, 1053, 1057			