

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 boldface page numbers 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 Hammurabi’s law code. (5)	Pages 18-19, 26-33	Religious: Coach Arsenault (Example) Cultural: 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)	48, 52-53	
e. Explain the development and importance of writing; include cuneiform, hieroglyphics, and the Phoenician alphabet. (1)	30, 24-43, 48, 53	
SSWH2 The student will identify the major achievements of Chinese and Indian societies from 1100 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.) (3)	Pages 64-67, 68-71 75, 76-79, 80-81	Maurya[n] Empire: “Golden Age” under Gupta: Emperor Ashoka:
b. Explain the development and impact of Hinduism and Buddhism on India and subsequent diffusion of Buddhism. (1)	72-75, 76, 216, 217, 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:

<p>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.</p> <p>(5)</p>	<p>87-89, 90-92, 93, 99, 103, 220-221, 291-292</p>	<p>Confucianism:</p> <p>examination system: (p. 91, Turning Point)</p> <p>Mandate of Heaven:</p> <p>status of peasants:</p> <p>status of merchants:</p> <p>patriarchal family:</p>
<p>e. Explain how the geography of the Indian Subcontinent contributed to the movement of people and ideas.</p> <p>(1)</p> <p>Look at the mountains, rivers and plains.</p>	<p>66-67*, 69-70, 71, 78, 82-83</p>	

d. Describe polytheism in the Greek and Roman world and the origins and diffusion of Christianity in the Roman world. (1)	124-125, 131, 168-173, 178-181	
e. Analyze the factors that led to the collapse of the Western Roman Empire. (1)	174-177, 178-181	

SSWH4 The student will analyze the importance of the Byzantine and Mongol empires between 450 CE and 1500 CE.

a. Analyze the importance of Justinian; include the influence of the Empress Theodora, Justinian’s Code, and Justinian’s efforts to recapture the west. (3)	Pages 322-323, 327, 329-330	Empress Theodora: Justinian’s Code: Justinian’s efforts to recapture the west:
b. Describe the relationship between the Roman and Byzantine Empires; include the impact Byzantium had on Moscow and the Russian Empire, the effect of Byzantine culture on Tsar Ivan III and Kiev, and the rise of Constantinople as a center for law, religion, and the arts. (3)	320, 321-324, 325, 327, 330, 331, 359	the impact Byzantium had on Moscow and the Russian Empire: the effect of Byzantine culture on Tsar Ivan III and Kiev: the rise of Constantinople as a center for law, religion, and the arts:

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

SSWH6 The student will describe the 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	Ghana: Mali: Songhai:
c. Describe the trading networks by examining trans-Saharan trade in gold, salt, and slaves; include the Swahili trading cities. (1)	242-245, 246, 247-249, 252, 259-260, 261	
d. Analyze the process of religious syncretism as a blending of traditional African beliefs with new ideas from Islam and Christianity. (1)	253-254, 261	
e. Analyze the role of geography and the distribution of resources played in the development of trans-Saharan trading networks. (1)	236-237, 240-241, 242-245, 247, 249, 261	

SSWH7 The student will analyze European medieval society with regard to culture, politics, society, and economics.

<p>a. Explain the manorial system and feudalism; include the status of peasants and feudal monarchies and the importance of Charlemagne.</p> <p>(1)</p>	<p>Pages</p> <p>306-307, 308-309, 310-311, 312-315, 316-319, 331, 336-338, 363</p>	
<p>b. Describe the political impact of Christianity; include Pope Gregory VII and King Henry IV of Germany (Holy Roman Emperor).</p> <p>(1)</p>	<p>342-347</p>	
<p>c. Explain the role of the church in medieval society.</p> <p>(1)</p>	<p>304-307, 337, 347, 350</p>	
<p>d. Describe how increasing trade led to the growth of towns and cities.</p> <p>(1)</p>	<p>338-341, 364</p>	

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

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

<p>b. <u>Explain the ways in which these Muslim empires influenced religion, law, and the arts in their parts of the world.</u></p> <p>(3)</p>	<p>486-488, 489, 493-495, 498-502, 503, 507</p>	<p>Ottoman Empire: religion;</p> <p>law;</p> <p>the arts;</p> <p>Safavid Empire: religion;</p> <p>law;</p> <p>the arts;</p> <p>Mughal Empire: religion;</p> <p>law;</p> <p>the arts;</p>
--	--	---

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

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

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

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

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

<p>f. Explain the aggression and conflict leading to World War II in Europe and Asia; include the Italian invasion of Ethiopia, the Spanish Civil War, the Rape of Nanjing in China, and the German annexation of the Sudetenland.</p>	<p>802-803, 804-809, 817-819, 856-861, 862-863, 893</p>	<p>Italian invasion of Ethiopia:</p> <p>the Spanish Civil War:</p> <p>the Rape of Nanjing in China:</p> <p>the German annexation of the Sudetenland:</p>
<p>(4)</p>		

SSWH18 The student will demonstrate an understanding of the global political, economic, and social impact of World War II.

<p>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.</p>	<p>Pages</p> <p>864-864, 885-887, 890, 892-893</p>	<p>Pearl Harbor:</p> <p>El-Alamein:</p> <p>Stalingrad:</p>
<p>(7)</p>		

		<p>D-Day:</p> <p>Guadalcanal:</p> <p>the Philippines:</p> <p>the end of the war in Europe and Asia:</p>
<p>b. Identify Nazi ideology, policies, and consequences that led to the Holocaust.</p> <p>(1)</p>	<p>804-811, 812-813, 819, 874-878, 891-893</p>	
<p>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 Potsdam and the impact on the nations of Eastern Europe.</p> <p>(1)</p>	<p>886-887, 893, 900-902</p>	

<p>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.</p> <p>(3)</p>	<p>887, 901-902, 914-915, 927, 1024-1025, 1033, 1048</p>	<p>United Nations:</p> <p>Marshall Plan for Europe:</p> <p>MacArthur’s plan for Japan:</p>
--	---	--

SSWH19 The student will demonstrate an understanding of the global social, economic, and political impact of the Cold War and decolonization from 1945 to 1989.

<p>a. Analyze the revolutionary movements in India (Gandhi, Nehru), China (Mao Zedong, Chiang Kai-shek), and Ghana (Kwame Nkrumah).</p> <p>(3)</p>	<p>Pages</p> <p>706-707, 832-833, 835, 837-841, 851-853, 986, 988, 993, 1012-1214, 1017-1018</p>	<p>India (Gandhi, Nehru):</p> <p>China (Mao Zedong, Chiang Kai-shek):</p> <p>Ghana (Kwame Nkrumah):</p>
--	--	---

<p>b. Describe the formation of the state of Israel and the importance of geography in its development.</p> <p>(1)</p>	<p>678-679, 826-827, 996-999, 1003, 1008</p>	
--	---	--

<p>c. Explain the arms race; include development of the hydrogen bomb (1954) and SALT (Strategic Arms Limitation Treaty, 1972).</p> <p>(1)</p>	<p>903-905, 906-907, 927, 930</p>	
--	--	--

<p>d. Compare and contrast the reforms of Khrushchev and Gorbachev.</p> <p>(2)</p>	<p>905, 911-912, 923-933, 935</p>	<p>Khrushchev:</p> <p>Gorbachev:</p>
<p>e. Analyze efforts in the pursuit of freedom; include anti-apartheid, Tiananmen Square, and the fall of the Berlin Wall.</p> <p>(3)</p>	<p>928-929, 938, 939, 954, 960, 963, 966-967, 970-971, 986-987, 990-991, 993, 1004-1005, 1013-1015, 1017</p>	<p>anti-apartheid:</p> <p>Tiananmen Square:</p> <p>fall of the Berlin Wall:</p>

SSWH20 The student will examine change and continuity in the world since the 1960s.

<p>a. Identify ethnic conflicts and new nationalisms; include pan-Africanism, pan-Arabism, and the conflicts in Bosnia-Herzegovina and Rwanda.</p> <p>(4)</p>	<p>Pages</p> <p>30, 935, 939, 951, 988, 990, 998, 1018-1019, 1023, 1044, 1045, 1059</p>	<p>pan-Africanism;</p> <p>pan- Arabism;</p> <p>Bosnia-Herzegovina;</p> <p>Rwanda;</p>
---	--	---

<p>b. Describe the breakup of the Soviet Union in 1991 that produced independent countries; include Ukraine, Kazakhstan, and the Baltic States.</p> <p>(1)</p>	<p>931-933, 934, 935, 957</p>	
<p>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.</p> <p>(4)</p>	<p>935, 944-945, 951, 957, 976, 997, 1000-1002, 1023, 1040, 1046-1047, 1049, 1057</p>	<p>Shining Path:</p> <p>Red Brigade:</p> <p>Hamas:</p> <p>Al Qaeda:</p>
<p>d. Examine the rise of women as major world leaders; include Golda Meir, Indira Gandhi, and Margaret Thatcher.</p> <p>(3)</p>	<p>942, 943, 945, 963, 971-974, 983, 993, 998-999, 1003, 1019-1020, 1035</p>	<p>Golda Meir:</p> <p>Indira Gandhi:</p> <p>Margaret Thatcher:</p>

SSWH21 The student will analyze globalization in the contemporary world.

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