

Dear World History Teacher:

Congratulations on your course assignment! The Halifax County Schools World History Pacing Guide is aligned to the NC Essential Standard Course of Social Studies Standards. *Standards are paced in four quarters within nine weeks. Numbers indicate which quarter each standard is to be taught. You will need to cluster standards within each quarter into two-week units of study.* Developing conceptual understanding of the World History content is essential; therefore, *the ninth week within each quarter* is to provide further data-driven remediation of standards prior to each benchmark assessment. A well-planned World History unit provides opportunities for inquiry, research and use of technological enhancements. When teaching, provide opportunities for students to engage in “project-based” learning activities that unwrap the knowledge, understanding, interest and application of the content.

DPI Link:Resources for Required Course

Need to Know:

- World History is taught daily (minimum of 60 minutes)
- Lesson Units are taught within two weeks
- Teacher provides clear connectivity of content, concise description of new concepts & reasoning;
- Includes anchor charts, video clips, visuals and enactments, artifacts, replicas of systems, and processes
- Selected reading materials may be difficult for low performing student
To grasp the meaning of challenging terms. You will need to scaffold the content to increase access to the understanding of such terms.
- Use various best practices to scaffold content: graphic organizers, Socratic discussions, annotate text, chunk content, make relevant connections, word study drills, require pre-reading & mapping of unfamiliar words

<http://www.livebinders.com/play/play?id=2208420&backurl=/shelf/my>

Stanford Program on International and Cross-Cultural Education
Stanford History Education Group - World history
Big History Project
World History For Us All
World Digital Library
IEEE Reach - Technology and Engineering History
Internet History Sourcebook

Charting a New Course!

Halifax County Schools

2018-2019 Curriculum & Instruction Support Team

Halifax County Schools: World History Social Studies Standards Pacing Guide

(Revisions: June 30, 2018)

History					Quarters				
WH.H.1 Apply the four interconnected dimensions of historical thinking to the Essential Standards for World History in order to understand the creation and development of societies/civilizations/nations over time.	1	2	3	4	WH.H.5 Analyze exploration and expansion in terms of its motivations and impact.	1	2	3	4
WH.H.1.1 Use Chronological thinking to: 1. Identify the structure of a historical narrative or story: (its beginning, middle and end). 2. Interpret data presented in time lines and create time lines.	1	X	X	X	WH.H.5.1 Explain how and why the motivations for exploration and conquest resulted in increased global interactions, differing patterns of trade, colonization, and conflict among nations (e.g., religious and political motives, adventure, economic investment, Columbian exchange, commercial revolution, conquistador destruction of Aztec and Incan civilizations, Triangular Trade, Middle Passage, trading outposts, plantation colonies, rise of capitalism, etc.).	1	X	X	X
WH.H.1.2 Use Historical Comprehension to: 1. Reconstruct the literal meaning of a historical passage. 2. Differentiate between historical facts and historical interpretations. 3. Analyze data in historical maps. 4. Analyze visual, literary and musical sources.	1	X	X	X	WH.H.5.2 Explain the causes and effects of exploration and expansion (e.g., technological innovations and advances, forces that allowed the acquisition of colonial possessions and trading privileges in Africa, Asia, the Americas and the Colombian exchange).	1	X	X	X
WH.H.1.3 Use Historical Analysis and Interpretation to: 1. Identify issues and problems in the past. 2. Consider multiple perspectives of various peoples in the past. 3. Analyze cause-and-effect relationships and multiple causations. 4. Evaluate competing historical narratives and debates among historians. 5. Evaluate the influence of the past on contemporary issues.	X	2	X	X	WH.H.5.3 Analyze colonization in terms of the desire for access to resources and markets as well as the consequences on indigenous cultures, population, and environment (e.g., commercial revolution, Columbian exchange, religious conversion, spread of Christianity, spread of disease, spread of technology, conquistadors, slave trade, encomienda system, enslavement of indigenous people, mixing of populations, etc.).	1	X	X	X
WH.H.1.4 Use Historical Research to: 1. Formulate historical questions. 2. Obtain historical data from a variety of sources. 3. Support interpretations with historical evidence. 4. Construct analytical essays using historical evidence to support arguments.	X	2	X	X	WH.H.5.4 Analyze the role of investment in global exploration in terms of its implications for international trade (e.g., transatlantic trade, mercantilism, joint-stock companies, trading companies, government and monarchical funding, corporations, creation of capital markets, etc.).	1	X	X	X
WH.H.2 Analyze ancient civilizations and empires in terms of their development, growth and lasting impact.	1	2	3	4	WH.H.6 Understand the Age of Revolutions and Rebellions	1	2	3	4
WH.H.2.1 Compare how different geographic issues of the ancient period influenced settlement, trading networks and the sustainability of various ancient civilizations (e.g., flooding, Fertile Crescent, confluence, limited fertile lands, etc.).	X	2	X	X	WH.H.6.1 Explain how new ideas and theories of the universe altered political thought and affected economic and social conditions (e.g., Scientific Revolution, Enlightenment, rationalism, secularism, humanism, tolerance, empiricism, natural rights, contractual government, laissez-faire economics, Bacon, Descartes, Galileo, Newton, inductive and deductive reasoning, heliocentric, inquisition, woks of Locke, Montesquieu, Rousseau, Bolivar, Jefferson, Paine, Adam Smith.	X	X	3	X
WH.H.2.2 Analyze the governments of ancient civilizations in terms of their development, structure and function within various societies (e.g., theocracy, democracy, oligarchy, tyranny, aristocracy, etc.).	X	2	X	X	WH.H.6.2 Analyze political revolutions in terms of their causes and impact on independence, governing bodies and church-state relations. (e.g., Glorious Revolution, American Revolution, French Revolution, Russian Revolution, Haitian, Mexican, Chinese, etc.).	X	X	3	X
WH.H.2.3 Explain how codifying laws met the needs of ancient societies (e.g., Hammurabi, Draco, Justinian, Theodosius, etc.). (continued)	X	2	X	X	WH.H.6.3 Explain how physical geography and natural resources influenced industrialism and changes in the environment (e.g., agricultural revolutions, technological innovations in farming, land use, deforestation, industrial towns, pollution, etc.).	X	X	3	X

WH.H.2.4 Analyze the rise and spread of various empires in terms of influence, achievements and lasting impact (e.g., Mongol, Mughal, Ottoman, Ming, Mesoamerica, Inca, imperial states in Africa, etc.).	X	2	X	X	WH.H.6.4 Analyze the effects of industrialism and urbanization on social and economic reform (e.g., Industrial Revolution, urbanization, growth of middle class, increase in productivity and wealth, changes in economic status, new types of labor organizations, etc.).	X	X	3	X
WH.H.2.5 Analyze the development and growth of major Eastern and Western religions (e.g., Including but not limited to Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shintoism, etc.).	X	2	X	X	WH.H.7 Understand how national, regional, and ethnic interests have contributed to conflict among groups and nations in the modern era.	1	2	3	4
WH.H.2.6 Analyze the interaction between the Islamic world and Europe and Asia in terms of increased trade, enhanced technology innovation, and an impact on scientific thought and the arts.	X	2	X	X	WH.H.7.1 Evaluate key turning points of the modern era in terms of their lasting impact (e.g., conflicts, documents, policies, movements, etc.).	X	X	3	X
WH.H.2.7 Analyze the relationship between trade routes and the development and decline of major empires (e.g. Ghana, Mali, Songhai, Greece, Rome, China, Mughal, Mongol, Mesoamerica, Inca, etc.).	X	2	X	X	WH.H.7.2 Analyze the increase in economic and military competition among nations in terms of the influences of nationalism, imperialism, militarism, and industrialization (e.g., Ottoman Empire, Japanese Empire, Prussian Empire, the German Empire, “Haves and Have Nots” of Europe, industrial America.	X	X	3	X
WH.H.2.8 Compare the conditions, racial composition, and status of social classes, castes, and slaves in ancient societies and analyze changes in those elements.	X	2	X	X	WH.H.7.3 Analyze economic and political rivalries, ethnic and regional conflicts, and nationalism and imperialism as underlying causes of war (e.g., WWI, Russian Revolution, WWII).	X	X	3	X
WH.H.2.9 Evaluate the achievements of ancient civilizations in terms of their enduring cultural impact.	X	2	X	X	WH.H.7.4 Explain how social and economic conditions of colonial rule contributed to the rise of nationalistic movements (e.g., India, Africa, Southeast Asia).	X	X	3	X
WH.H.3 Understand how conflict and innovation influenced political, religious, economic and social changes in medieval civilizations.	1	2	3	4	WH.H.7.5 Analyze the emergence of capitalism as a dominant economic pattern and the responses to it from various nations and groups (e.g., utopianism, social democracy, socialism, communism, etc.).	X	X	3	X
WH.H.3.1 Explain how religion influenced political power and cultural unity in various regions of Europe, Asia and Africa (e.g., Carolingian Dynasty, Holy Roman Empire, Ottoman Empire, Mughal Empire, Safavid Empire).	X	X	3	X	WH.H.7.6 Explain how economic crisis contributed to the growth of various political and economic movements (e.g., Great Depression, nationalistic movements of colonial Africa and Asia, socialist and communist movements, effect on capitalist economic theory, etc.).	X	X	3	X
WH.H.3.2 Explain how religious and secular struggles for authority impacted the structure of government and society in Europe, Asia, and Africa (e.g., Cluniac Reforms, common law, Magna Carta, conflicts between popes and emperors, Crusades, religious schisms, Hundred Years’ War, etc.).	X	X	3	X	WH.H.8 Analyze global interdependence and shifts in power in terms of political, economic, social and environmental changes and conflicts since the last half of the Twentieth century.	1	2	3	4
WH.H.3.3 Analyze how innovations in agriculture, trade and business impacted the economic and social development of various medieval societies (e.g., Feudalism, Agricultural Revolutions, Commercial Revolution and development of a banking system, manorial system, growth of towns, etc.).	X	X	3	X	WH.H.8.1 Evaluate global wars in terms of how they challenged political and economic power structures and gave rise to new balances of power (e.g., Spanish American War, WWI, WWII, Vietnam War, Colonial Wars in Africa, Persian Gulf War, etc.).	X	X	X	4
WH.H.3.4 Analyze how the desire for farmable land created conflict and impacted the physical environments of Europe, Asia, Africa and the Americas (e.g., Agricultural Revolution in Europe, Muslim Agricultural Revolution, Mesoamerican and Andean agricultural innovations, etc.)	X	X	3	X	WH.H.8.2 Explain how international crisis has impacted international politics (e.g., Berlin Blockade, Korean War, Hungarian Revolt, Cuban Missile Crisis, OPEC oil crisis, Iranian Revolt, “9-11”, terrorism, etc.).	X	X	X	4
WH.H.4 Analyze the political, economic, social and cultural factors that lead to the development of the first age of global interaction.	1	2	3	4	WH.H.8.3 Analyze the “new” balance of power and the search for peace and stability in terms of how each has influenced global interactions since the last half of the twentieth century (e.g., post WWII, Post-Cold War, 1990s Globalization, New World Order, global achievements and innovations)	X	X	X	4
WH.H.4.1 Explain how interest in classical learning and religious reform contributed to increased global interaction (e.g., Renaissance, Protestant Reformation, Catholic Reformation, printing revolution, etc.).	X	X	X	4	WH.H.8.4 Analyze scientific, technological and medical innovations of postwar decades in terms of their impact on systems of production, global trade and standards of living (e.g., satellites, computers, social networks, information highway).	X	X	X	4
(continued)					(Continued)				

WH.H.4 Analyze the political, economic, social and cultural factors that lead to the development of the first age of global interaction.	1	2	3	4	WH.H.8 Analyze global interdependence and shifts in power in terms of political, economic, social and environmental changes and conflicts since the last half of the Twentieth century.	1	2	3	4
WH.H.4.2 Explain the political, social and economic reasons for the rise of powerful centralized nation-states and empires (e.g., Reformation, absolutism, limited monarchy, empires, etc.).	X	X	X	4	WH.H.8.5 Explain how population growth, urbanization, industrialization, warfare and the global market economy have contributed to changes in the environment (e.g., deforestation, pollution, clear cutting, Ozone depletion, climate change, global warming, industrial emissions and fuel combustion, habitat destruction, etc.).	X	X	X	4
WH.H.4.3 Explain how agricultural and technological improvements transformed daily life socially and economically (e.g., growth of towns, creation of guilds, feudalism and the manorial system, commercialization.	X	X	X	4	WH.H.8.6 Explain how liberal democracy, private enterprise and human rights movements have reshaped political, economic and social life in Africa, Asia, Latin America, Europe, the Soviet Union and the United States (e.g., U.N. Declaration of Human Rights, end of Cold War, apartheid, perestroika, glasnost, etc.).	X	X	X	4
WH.H.4.4 Analyze the effects of increased global trade on the interactions between nations in Europe, Southwest Asia, the Americas and Africa (e.g., exploration, mercantilism, inflation, rise of capitalism..	X	X	X	4	WH.H.8.7 Explain why terrorist groups and movements have proliferated and the extent of their impact on politics and society in various countries (e.g., Basque, PLO, IRA, Tamil Tigers, Al Qaeda, Hamas, Hezbollah, Palestinian Islamic Jihad, etc.).	X	X	X	4