

**Georgia Performance Standards for World History**  
**Correlations to Wright Group/McGraw-Hill's *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 world wide and continue as students 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 21<sup>st</sup> century.

<b>Georgia Standard</b>	<i><b>World History</b></i>
<b>SSWH1 – The student will analyze the origins, structures and interactions of complex societies in the ancient Eastern Mediterranean from 3500 BCE to 500 BCE</b>	
a. describe the development of Mesopotamian societies including the religious, cultural, economic, and political facets of society including Hammurabi’s law code.	Ch2, L1, Pgs. 17-22 Ch3, L2, Pg 39
b. describe the relationship of religion and political authority in Ancient Egypt.	Ch3, L1, Pgs. 31-35
c. explain the development of monotheism including the concepts developed by the ancient Hebrews and Zoroastrianism	Ch2, L2, Pgs. 23-25
d. identifying early trading networks and writing systems existent in the Eastern Mediterranean including those of the Phoenicians	Ch2, L1, Pg 21 Ch3, L1, Pg 32 Ch3, L2, Pgs. 36-37
e. explain the development and importance of writing including cuneiform, hieroglyphics, and the Phoenician alphabet	Ch2, L1, Pgs. 19-20 Ch3, L1, Pgs. 34-35
<b>SSWH2 – The student will identify the major achievements of Chinese and Indian societies from 1100 BCE to 500 CE.</b>	
a. describe the development of Indian civilization including the rise and fall of the Maurya Empire, “Golden Age” under Gupta, and the emperor Ashoka	Ch4, L1, Pgs. 44-45 Ch4, L3, Pgs. 51-53
b. explain the development and impact of Hinduism and Buddhism on India and subsequent diffusion of Buddhism	Ch4, L2, Pgs. 46-48 Ch4, L3, Pgs. 49-51
c. describe the development of Chinese civilization under the Zhou, Qin	Ch5, L1, Pgs. 58-60 Ch5, L3, Pgs. 64-66
d. explain the impact of Confucianism on Chinese culture including the examination system, the Mandate of Heaven, the status of peasants, the status of merchants and the patriarchal family and diffusion to Southeast Asia, Japan and Korea	Ch5, L1, Pgs. 59-60 Ch5, L2, Pgs. 61-63 Ch5, L3, Pgs. 66-67
<b>SSWH3 – The student will examine the political, philosophical and cultural interaction of Classical Mediterranean societies from 700 BCE to 400 CE.</b>	

a. compare the origins and structure of the Greek polis, the Roman Republic, and the Roman Empire	Ch6, L1, Pgs. 72-75 Ch7, L1, Pgs. 88-90
b. identify the ideas and impact of important individuals to include Socrates, Plato, Aristotle the diffusion of Greek culture by Aristotle's pupil Alexander the Great and the impact of Julius and Augustus Caesar	Ch6, L2, Pgs. 79-80 Ch6, L3, Pgs. 81-83 Ch7, L2, Pgs. 92-94
c. analyze the contributions of Hellenistic and Roman culture to include law, gender and science.	Ch6, L3, Pg. 83 Ch7, L2, Pgs. 94-95
d. describe polytheism in the Greek and Roman world and the origins and diffusion of Christianity in the Roman world.	Ch7, L4, Pgs. 99-101
e. analyze the factors that led to the collapse of the western Roman Empire	Ch7, L3, Pgs. 96-98
<b>SSWH4 – The student will analyze the importance of the Byzantine and Mongol empires between 450 CE and 1500 CE.</b>	
a. explain the relationship of the Byzantine Empire to the Roman Empire	Ch8, L1, Pgs. 107-108
b. describe the significance of Justinian's law code, Theodora and the role of women, and Byzantine art and architecture	Ch8, L1, Pgs. 108-112
c. analyze the establishment of Christianity as the official religion of the Byzantine Empire	Ch8, L1, Pgs. 111-112
d. analyze the role of Constantinople as a trading and religious center	Ch8, L1, Pgs. 110-111
e. explain the influence of the Byzantine Empire on Russia with particular attention to its impact on Tsar Ivan III and Kiev	Ch8, L2, Pgs. 113-115
f. define the role of Orthodox Christianity and the Schism	Ch8, L1, Pgs. 111-112
<b>SSWH5 – The student will trace the origins and expansion of the Islamic World between 600 CE and 1300 CE</b>	
a. explain the origins of Islam and the growth of the Islamic Empire	Ch9, L1, Pgs. 119-124 Ch9, L2, Pgs. 125-128
b. identify the Muslim trade routes to India, China, Europe and Africa and assess the economic impact of this trade	Ch9, L1, Pg. 123 Ch9, L2, Pgs. 125-126
c. explain the reasons for the split between Sunni and Shia Muslims.	Ch9, L1, Pgs. 123-124 Ch9, L2, Pg. 127
d. identify the contributions of Islamic scholars in medicine (Ibn Sina), geography (Ibn Battuta)	Ch9, L2, Pg. 129
e. describe the impact of the Crusades on both the Islamic World and Europe.	Ch9, L2, Pgs. 125-126
f. analyze the impact of the expansion of the Mongol Empire to include the stabilization of trading networks from China to the Mediterranean world	Ch9, L2, Pg. 128 Ch12, L1, Pgs. 166-167 Ch12, L3, Pgs. 176-177
g. analyze the relationship between Judaism, Christianity, and Islam	Ch9, L1, Pgs. 119, 121

<b>SSWH6 – The student will describe the diverse characteristics of early African societies before 1800.</b>	
a. identify the Bantu migration patterns and contribution to settled agriculture.	Ch10, L1, Pgs. 133-136
b. describe the development and decline of the Sudanic kingdoms (Ghana, Mali, Songhai) including the roles of Sundiata, and the pilgrimage of Mansa Musa to Mecca	Ch10, L3, Pgs. 141-145
c. describe the trading networks by examining trans-Saharan trade in gold, salt, and slaves including the Swahili trading cities	Ch10, L2, Pgs. 137-140
d. analyze the process of religious syncretism as a blending of traditional African beliefs with new ideas from Islam and Christianity	Ch10, L2, Pgs. 140-143, 145
<b>SSWH7 – The student will analyze European medieval society with regard to culture, politics, society, and economics</b>	
a. explain the manorial system and feudalism, to include the status of peasants and feudal monarchies and the importance of Charlemagne	Ch13, L1, Pgs. 183-186 Ch13, L3, Pgs. 196-197
b. describe the political impact of Christianity to include Pope Gregory VII and King Henry IV	Ch13, L1, Pgs. 186-187
c. explain the role of the church in medieval society.	Ch13, L1, Pgs. 186-187
d. describe how increasing trade led to the growth of towns and cities	Ch13, L2, Pgs. 188-193
<b>SSWH8 – The student will demonstrate an understanding of the development of societies in Central and South America</b>	
a. explain the rise and fall of the Olmec, Mayan, Aztec and Inca empires.	Ch11, L1, Pgs. 149-154
b. compare the culture of the Americas including government, economy, religion and the arts of the Mayans, Aztecs and Incas.	Ch11, L1, Pgs. 150-153, 155
<b>SSWH9 – The student will analyze the change and continuity in the Renaissance and Reformation</b>	
a. explain the social, economic and political changes that contributed to the rise of Florence and the ideas of Machiavelli	Ch14, L1, Pgs. 201-202, 204
b. identify artistic and scientific achievements of the “Renaissance man “ Leonardo da Vinci, and Michelangelo	Ch14, L1, Pg. 203
c. explain the main characteristics of humanism to include the ideas of Petrarch, Dante and Erasmus	Ch14, L1, Pgs. 202-203
d. analyze the impact of the Protestant Reformation to include the ideas of Martin Luther and John Calvin	Ch14, L2, Pgs. 205-208
e. describe the Counter Reformation at the Council of Trent and the role of the Jesuits.	Ch14, L3, Pgs. 211-213
f. describe the English Reformation and the role of Henry VIII and Elizabeth I	Ch14, L3, Pgs. 209-211
g. explain the importance of Gutenberg and the invention of the printing press	Ch14, L1, Pgs. 203-204

<b>SSWH10 – The student will analyze the impact of the age of discovery and expansion into the Americas, Africa and Asia</b>	
a. explain the roles of explorers and conquistadors, including Zheng He, Vasco DaGama, Christopher Columbus, Ferdinand Magellan, James Cook, and Samuel de Champlain.	Ch15, L1, Pgs. 218-220 Ch15, L2, Pgs. 221-223 Ch15, L4, Pg. 229
b. define the Columbian Exchange and its global economic and cultural impact.	Ch15, L5, Pgs. 232-235
c. explain the role of the improved technology in European exploration including the astrolabe.	Ch15, L1, Pgs. 217-218
<b>SSWH11 – The student will investigate political and social changes in Japan and in China from the seventeenth century CE to mid nineteenth century CE</b>	
a. describe the policies of the Tokugawa and Qing rulers, to include Oda Nobunaga, and Kangxi.	Ch12, L2, Pgs. 171-172 Ch19 L3, Pgs. 302-303 Ch19, L4, Pgs.306-308
b. analyze the impact of population growth and its impact on the social structure.	Ch19, L3, Pgs. 304-305
<b>SSWH12 – The student will examine the origins and contributions of the Ottoman, Safavid, and Mughal empires</b>	
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 Moghal Empire during the reigns of Babur and Akbar	Ch9, L2, Pgs. 127-128 Ch12, L1, Pgs. 166-168 Ch12, L3, Pgs. 176-177
b. explain the ways in which these Muslim empires influenced religion, law and the arts in their parts of the world.	Ch9, L2, Pg. 129 Ch12, L3, Pgs.176-177
<b>SSWH13 – The student will examine the intellectual, political, social and economic factors which changed the world view of Europeans</b>	
a. explain the scientific contributions of Copernicus, Galileo, Kepler and Newton and how these ideas changed the European world view.	Ch16, L2, Pgs. 245-247
b. identify the major ideas of the Enlightenment from the writings of Locke, Voltaire and Rousseau and their relationship to politics and society.	Ch16 L2, Pgs. 245-248
<b>SSWH14 – The student will analyze the Age of Revolutions and Rebellions</b>	
a. examine absolutism through a comparison of the rules of Louix XIV, Tsar Peter the Great, Tokugawa Ieyasu.	Ch12, L2, Pg. 171 Ch13, L3, Pg. 197 Ch16, L1, Pg. 241 Ch20, L3, Pgs. 329-330
b. identify the causes and results of the revolutions in England (1689), United States (1776), France (1789), Haiti (1791), and Latin America (1808-1825).	Ch16, L1, Pgs. 243-244 Ch16, L3, Pgs. 249-252 Ch16, L4, Pgs. 253-256

	Ch16, L5, Pgs. 257-261 Ch20, L3, Pg. 332
c. explain Napoleon's rise to power, defeat, and consequences for Europe	Ch16, L4, Pgs. 253-256
d. examine the interaction with westerners to include Opium War, the Taiping Rebellion, and Commodore Perry.	Ch19, L3, Pgs. 302-303 Ch19, L4, Pgs. 306-308
<b>SSWH15 – The student will be able to describe the impact of industrialization, the rise of nationalism and the major characteristics of world wide imperialism</b>	
a. analyze the process and impact of industrialization in England, Germany and Japan, movements for political reform, the writings of Adam Smith and Karl Marx, and urbanization and its impact on women	Ch17, L1, Pgs. 265-269 Ch17, L2, Pgs. 270-272 Ch17, L3, Pgs. 273-275
b. compare and contrast the rise of the nation state in Germany under Otto von Bismarck and Japan under Emperor Meiji.	Ch18, L2, Pgs. 285-289 Ch19, L3, Pgs. 303-304
c. describe the reaction to foreign domination including the Russo-Japanese War and Young Turks.	Ch19, L3, Pg. 305 Ch24, CS4, Pg. 413
d. describe imperialism in Africa and Asia by comparing British policies in South Africa, French policies in Indochina, and Japanese policies in Asia.	Ch19, L1, Pgs. 294-295 Ch19, L2, Pgs. 298-301 Ch19, L3, Pgs. 304-305
<b>SSWH16 – The student will demonstrate an understanding of long term causes of World War I and its global impact</b>	
a. identify the causes of the war including Balkan nationalism, entangling alliances, and militarism	Ch20, L1, Pgs. 319-320, 323
b. describe the conditions on the war front for soldiers including the Battle of Verdun,	Ch20, L1, Pgs. 321-322
c. explain the major decisions made in the Versailles Treaty including German reparations and the mandate system that replaced Ottoman control	Ch20, L2, Pgs. 325-328
d. analyze the destabilization of Europe in the collapse of the great empires including the Romanov and Hapsburg dynasties	Ch20, L3, Pgs. 329-330
<b>SSWH17 – The student will be able to identify the major political and economic factors that shaped world societies between World War I and World War II</b>	
a. examine the impact of the war on science, art, and social thinking by identifying the cultural significance of Sigmund Freud, Albert Einstein, and 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	Ch20, L3, Pgs. 329-333 Ch21, L2, Pgs. 341-342
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	Ch21, L1, Pgs. 338-340 Ch21, L3, Pgs. 344-346

	Ch22, L1, Pg. 351
d. analyze the rise of nationalism as seen in the ideas of Sun Yat Sen, Mustafa Kemal Attaturk, and Mohandas Ghandi	Ch19, L1, Pg. 297 Ch19, L4, Pg. 309
e. describe the nature of totalitarianism and the police state that existed in Russia, Germany, and Italy and how they differ from authoritarian governments	Ch21, L1, Pgs. 337-338 Ch21, L2, Pgs. 341-343 Ch21, L3, Pgs. 346-347
f. explain the aggression and conflict leading to World War II in Europe and Asia including the Italian invasion of Ethiopia, the Spanish Civil War, the rape of Nanjing in China, and the German annexation of the Sudetenland	Ch22, L1, Pgs. 352-354
<b>SSWH18 – The student will demonstrate an understanding of the global political, economic and social impact of World War II</b>	
a. describe the major conflicts and outcomes including Pearl Harbor, El-Alamein, Stalingrad, D-Day, Guadalcanal, the Philippines, and the end of the war in Europe and Asia	Ch22, L2, Pgs. 357-361
b. identify Nazi ideology, policies, and consequences which led to the Holocaust.	Ch22, L2, Pgs. 359-360 Ch24, CS4, Pg. 411
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	Ch22, L3, Pgs. 363-364
d. explain allied Post-World War II policies including formation of the United Nations, the Marshall Plan for Europe, and McArthur’s plan for Japan.	Ch22, L3, Pgs. 364-365 Ch23, L1, Pgs. 371-372
<b>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</b>	
a. analyze the revolutionary movements in India (Gandhi, Nehru), China (Mao Zedong, Chiang Kai-shek), and Ghana.	Ch23, L3, Pg. 382
b. describe the formation of the state of Israel	Ch23, L5, Pgs. 391-392
c. explain the arms race to include development of the Hydrogen Bomb (1954) and SALT (Strategic Arms Limitation Treaty, 1972)	
d. compare and contrast the reforms of Khrushchev to Gorbachev	Ch23, L1, Pgs. 372-373
e. analyze efforts in the pursuit of freedom to include, anti-apartheid, Tianamen Square, and the fall of the Berlin Wall	Ch23, L1, Pgs. 372-373 Ch23, L3, Pgs. 382-384 Ch23, L4, Pgs. 387-389
<b>SSWH20 – The student will examine change and continuity in the world since the 1960s</b>	
a. identify ethnic conflicts and new nationalisms to include pan-Africanism, pan-Arabism and the conflicts in Bosnia-Herzegovina and Rwanda	Ch23, L1, Pgs. 373-374 Ch23, L4, Pgs. 389-392

	Ch24, CS4, Pg. 412
b. describe the breakup of the Soviet Union in 1991 which produced the independent countries to include Ukraine, Kazakhstan and the Baltic States.	Ch23, L1, Pg. 374
c. analyze terrorism as a form of warfare in the 20 <sup>th</sup> century including Shining Path, Red Brigade, Hamas, and Al Qaeda and its impact on daily life including travel, world energy supplies, and financial markets	Ch24, CS5, Pgs. 414-417
d. examine the rise of women as major world leaders to include, Golda Meir, Indira Gandhi, and Margaret Thatcher	
<b>SSWH21 – The student will analyze globalization in the contemporary world</b>	
a. describe the cultural and intellectual integration of countries into the world economy through the development of television, satellites, and computers	Ch24, CS1, Pg. 399
b. analyze global economic and political connections to include multinational corporations, United Nations, OPEC, and the World Trade Organization	Ch23, L5, Pgs. 391-393 Ch24, CS1, Pg. 400