

**RIDGECROFT SCHOOL
WORLD HISTORY**

PACING GUIDE

TOPICS/CONCEPTS	TIME	CURRICULUM OBJECTIVES 1.01, 1.02, 1.03, 1.04 throughout	RESOURCE(S) WORLD HISTORY- CONTINUITY AND CHANGE, (Hanes), Holt, 1999.
FIRST GRADING PERIOD	30 Days		
RISE OF CIVILIZATION	5	1.05, 1.06, 2.01, 8.01, 8.03, 8.05, 8.06	TEXTBOOK: Chapter 1
FIRST EMPIRES	5	1.06, 2.01, 8.01, 8.03, 8.04, 8.05, 8.06	TEXTBOOK: Chapter 2
GREEK, HELENISTIC, ROMAN	20	2.02, 2.03, 8.01, 8.03, 8.04, 8.05, 8.06	TEXTBOOK: Chapter 3,4,5
SECOND GRADING PERIOD	30 Days		
EARLY ASIA	10	2.04, 2.05, 8.01, 8.02, 8.03, 8.04, 8.05, 8.06	TEXTBOOK: Chapter 6
EARLY AFRICA	10	2.07, 8.01, 8.02, 8.03, 8.04, 8.05, 8.06	TEXTBOOK: Chapter 7
EARLY AMERICAS	10	2.08, 8.01, 8.02, 8.03, 8.04, 8.05, 8.06	TEXTBOOK: Chapter 8
THIRD GRADING PERIOD	30 Days		
PERSIA, BYZANTIUM, RISE OF RUSSIA	5	2.06, 8.01, 8.02, 8.03, 8.04, 8.05	TEXTBOOK: Chapter 9
ISLAMIC WORLD	5	2.06, 8.01, 8.02, 8.03, 8.04, 8.05, 8.06	TEXTBOOK: Chapter 10
NEW CIVILIZATION IN WESTERN EUROPE • Feudalism	5	3.02, 8.01, 8.02, 8.03, 8.04, 8.05, 8.06	TEXTBOOK: Chapter 11
TRANSFORMATIONS IN ASIA	5	3.01, 8.01, 8.03, 8.05	TEXTBOOK: Chapter 12
NEW EMPIRES IN ASIA AND AFRICA	5	3.01, 3.04, 8.01, 8.03, 8.05	TEXTBOOK: Chapter 13
REVIEW AND ASSESSMENT	5		
FOURTH GRADING PERIOD	30 Days		
RENAISSANCE AND REFORMATION	7	3.03, 7.01, 7.02, 8.01, 8.03, 8.05	TEXTBOOK: Chapter 14
NEW WORLD VIEW IN EUROPE • Absolutism • Monarch	8	3.01, 3.03, 8.01, 8.03, 8.05	TEXTBOOK: Chapter 15
WORLD IN AGE OF EUROPEAN EXPANSION	7	3.04, 3.05, 8.01, 8.03, 8.05	TEXTBOOK: Chapter 16
REVOLUTIONS OF SOCIETY AND STATE	8	4.01, 4.02, 4.03, 4.04, 4.05, 8.03, 8.05	TEXTBOOK: Chapter 17
FIFTH GRADING PERIOD	30 Days		
INDUSTRIAL REVOLUTION IN THE WEST	7	4.02, 7.03, 8.03, 8.05	TEXTBOOK: Chapter 18
AN ERA OF EXPANSION AND REFORM	6	3.05, 7.04, 8.03, 8.05	TEXTBOOK: Chapter 19
NATION STATES AND EMPIRES IN EUROPE	6	3.03, 4.01, 8.03, 8.05	TEXTBOOK: Chapter 20
THE IMPERIAL WORLD ORDER	6	3.05, 3.07, 8.03, 8.05	TEXTBOOK: Chapter 21
COLONIAL NATIONALISM	5	3.04, 3.07, 5.01, 8.03, 8.05	TEXTBOOK: Chapter 24

SIXTH GRADING PERIOD	30 Days		
WORLD WAR I	5	5.01, 5.02, 5.05, 8.03, 8.05	TEXTBOOK: Chapter 22
REVOLUTION, DEPRESSION, TOTALITARIANISM	5	5.02, 8.03, 8.05	TEXTBOOK: Chapter 23
WORLD WAR II	5	5.03, 5.04, 8.03, 8.05	TEXTBOOK: Chapter 25
POST WAR WORLD	4	5.04, 5.05, 7.04, 8.02, 8.03, 8.05	TEXTBOOK: Chapter 26
INDEPENDENT ASIA, AFRICA, AND MIDEAST • Research paper, presentation	6	6.01, 6.02, 6.03, 6.04, 6.05, 6.06, 8.01, 8.02, 8.03, 8.05, 8.06	TEXTBOOK: Chapter 27,28
REVIEW AND ASSESSMENT	5		

8/1/06

NC STANDARD COURSE OF STUDY

World History is a survey course that gives students the opportunity to explore recurring themes of human experience common to civilizations around the globe from ancient to contemporary times.² An historical approach will be at the center of the course. The application of the themes of geography and an analysis of the cultural traits of civilizations will help students understand how people shape their world and how their world shapes them. As students examine the historical roots of significant events, ideas, movements, and phenomena, they encounter the contributions and patterns of living in civilizations around the world. Students broaden their historical perspectives as they explore ways societies have dealt with continuity and change, exemplified by issues such as war and peace, internal stability and strife, and the development of institutions. To become informed citizens, students require knowledge of the civilizations that have shaped the development of the United States.

Strands: Geographic Relationships, Historic Perspectives, Economics and Development, Government and Active Citizenship, Global Connections, Technological Influences and Society, Individual Identity and Development, Cultures and Diversity

This World History course can be taught (1) in order of the goals, (2) chronologically, or (3) thematically.

COMPETENCY GOAL 1: HISTORICAL TOOLS AND PRACTICES - THE LEARNER WILL IDENTIFY, EVALUATE, AND USE THE METHODS AND TOOLS VALUED BY HISTORIANS, COMPARE THE VIEWS OF HISTORIANS, AND TRACE THE THEMES OF HISTORY.

- 1.01 Define history and the concepts of cause and effect, time, continuity, and perspective.
- 1.02 Analyze and interpret primary and secondary sources to compare views, trace themes, and detect bias.
- 1.03 Relate archaeology, geography, anthropology, political science, sociology, and economics to the study of history.
- 1.04 Define the themes of society, technology, economics, politics, and culture and relate them to the study of history.
- 1.05 Trace major themes in the development of the world from its origins to the rise of early civilizations.
- 1.06 Examine the indicators of civilization, including writing, labor specialization, cities, technology, trade, and political and cultural institutions.

COMPETENCY GOAL 2: EMERGING CIVILIZATIONS - THE LEARNER WILL ANALYZE THE DEVELOPMENT OF EARLY CIVILIZATIONS IN AFRICA, ASIA, EUROPE, AND THE AMERICAS.

- 2.01 Trace the development and assess the achievements of early river civilizations, including but not limited to those around the Huang-He, Nile, Indus, and Tigris-Euphrates rivers.
- 2.02 Identify the roots of Greek civilization and recognize its achievements from the Minoan era through the Hellenistic period.
- 2.03 Describe the developments and achievements of Roman civilization and analyze the significance of the fall of Rome.
- 2.04 Examine the importance of India as a hub of world trade and as a cultural and religious center during its Golden Age.
- 2.05 Assess the distinctive achievements of Chinese and Japanese civilizations.
- 2.06 Describe the rise and achievements of the Byzantine and Islamic civilizations.
- 2.07 Describe the rise and achievements of African civilizations, including but not limited to Axum, Ghana, Kush, Mali,

Nubia, and Songhai.

2.08 Evaluate the achievements of the major civilizations of the Americas during the pre-Columbian epoch including, but not limited to, the Aztecs, Incas, and Mayas.

COMPETENCY GOAL 3: MONARCHIES AND EMPIRES - THE LEARNER WILL INVESTIGATE SIGNIFICANT EVENTS, PEOPLE, AND CONDITIONS IN THE GROWTH OF MONARCHICAL AND IMPERIAL SYSTEMS OF GOVERNMENT

3.01 Trace the political and social development of monarchies and empires including, but not limited to, the Ming and Manchu dynasties, the Mongol Empire, the Ottoman Empire, the Moghul Empire, and the British Empire.

3.02 Describe events in Western Europe from the fall of Rome to the emergence of nation-states and analyze the impact of these events on economic, political, and social life in medieval Europe.

3.03 Trace social, political, economic, and cultural changes associated with the Renaissance, Reformation, the rise of nation-states, and absolutism.

3.04 Examine European exploration and analyze the forces that caused and allowed the acquisition of colonial possessions and trading privileges in Africa, Asia, and the Americas.

3.05 Cite the effects of European expansion on Africans, pre-Columbian Americans, Asians, and Europeans.

3.06 Compare the influence of religion, social structure, and colonial export economies on North and South American societies.

3.07 Evaluate the effects of colonialism on Africa, the Americas, Asia, and Europe.

COMPETENCY GOAL 4: REVOLUTION AND NATIONALISM - THE LEARNER WILL ASSESS THE CAUSES AND EFFECTS OF MOVEMENTS SEEKING CHANGE, AND WILL EVALUATE THE SOURCES AND CONSEQUENCES OF NATIONALISM.

4.01 Analyze the causes and assess the influence of seventeenth to nineteenth century political revolutions in England, North America, and France on individuals, governing bodies, church-state relations, and diplomacy.

4.02 Describe the changes in economies and political control in nineteenth century Africa, Asia, Europe, and the Americas.

4.03 Evaluate the growth of nationalism as a contributor to nineteenth century European revolutions in areas such as the Balkans, France, Germany, and Italy.

4.04 Examine the causes and effects of the Russian Revolution and its effect on Russia and the world.

4.05 Evaluate the causes and effectiveness of nineteenth and twentieth century nationalistic movements that challenged European domination in Africa, Asia, and Latin America.

COMPETENCY GOAL 5: GLOBAL WARS - THE LEARNER WILL ANALYZE THE CAUSES AND RESULTS OF TWENTIETH CENTURY CONFLICTS AMONG NATIONS.

5.01 Analyze the causes and course of World War I and assess its consequences.

5.02 Assess the significance of the war experience on global foreign and domestic policies of the 1920s and 1930s.

5.03 Analyze the causes and course of World War II and evaluate it as the end of one era and the beginning of another.

5.04 Trace the course of the Cold War and assess its impact on the global community including but not limited to the Korean War, the satellite nations of Eastern Europe, and the Vietnam War.

5.05 Examine governmental policies, such as the Kellogg-Briand Pact, which were established and the role of organizations including the League of Nations, and the United Nations to maintain peace, and evaluate their continuing effectiveness.

COMPETENCY GOAL 6: PATTERNS OF SOCIAL ORDER - THE LEARNER WILL INVESTIGATE SOCIAL AND ECONOMIC ORGANIZATION IN VARIOUS SOCIETIES THROUGHOUT TIME IN ORDER TO UNDERSTAND THE SHIFTS IN POWER AND STATUS THAT HAVE OCCURRED.

6.01 Compare the conditions, racial composition, and status of social classes, castes, and slaves in world societies and analyze changes in those elements.

6.02 Analyze causes and results of ideas regarding superiority and inferiority in society and how those ideas have changed over time.

6.03 Trace the changing definitions of citizenship and the expansion of suffrage.

6.04 Relate the dynamics of state economies to the well being of their members and to changes in the role of government.

6.05 Analyze issues such as ecological/environmental concerns, political instability, and nationalism as challenges to which societies must respond.

6.06 Trace the development of internal conflicts due to differences in religion, race, culture, and group loyalties in various areas of the world.

COMPETENCY GOAL 7: TECHNOLOGY AND CHANGING GLOBAL CONNECTIONS - THE LEARNER WILL CONSIDER THE SHORT- AND LONG-TERM CONSEQUENCES OF THE DEVELOPMENT OF NEW

TECHNOLOGY.

- 7.01 Assess the degree to which discoveries, innovations, and technologies have accelerated change.
- 7.02 Examine the causes and effects of scientific revolutions and cite their major costs and benefits.
- 7.03 Examine the causes and effects of industrialization and cite its major costs and benefits.
- 7.04 Describe significant characteristics of global connections created by technological change, and assess the degree to which cultures participate in that change.

COMPETENCY GOAL 8: PATTERNS OF HISTORY - THE LEARNER WILL ASSESS THE INFLUENCE OF IDEALS, VALUES, BELIEFS, AND TRADITIONS ON CURRENT GLOBAL EVENTS AND ISSUES.

- 8.01 Trace developments in literary, artistic, and religious traditions over time as legacies of past societies or as cultural innovations.
- 8.02 Compare major Eastern and Western beliefs and practices, including but not limited to Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, and Shintoism, and locate their regions of predominance.
- 8.03 Classify within the broad patterns of history those events that may be viewed as turning points.
- 8.04 Characterize over time and place the interactions of world cultures.
- 8.05 Analyze how the changing and competing components of cultures have led to current global issues and conflicts, and hypothesize solutions to persistent problems.
- 8.06 Analyze the meanings of "civilization" in different times and places and demonstrate how such meanings reflect the societies of which they are a part.