



North Carolina Essential Standards Social Studies - World History Course

The World History course will address six (6) periods in the study of World History, with a key focus of study from the mid 15th century to present. The standards of this course are grouped in a way that reflects accepted periodization by historians. The learning standards of this course have been written to focus around a basic core of chronologically-organized periods and events in history in order to have a set of learning standards that can be reasonably taught and learned with some depth and not just memorization of facts, within the time available for classroom instruction. However, local districts and teachers are encouraged to elaborate on what is included here, to add topics that they feel are important, and to organize material into *Concept-based Units* of study.

Students taking this course will study major turning points that shaped the modern world. Students coming to this course are expected to have a firm foundation in the themes and tools of geography and early, ancient and classical civilizations from their K-8 experience. Written conceptually, standards for this course have been developed with a historical approach, which should be at the center of any local World History curriculum a LEA may develop from these standards. The standards of this course are grouped in a way that reflects accepted periodization by historians. In order to write a set of standards that can be reasonably taught and learned with some depth within the time available, topics have been selected around a basic core of chronologically-organized history and social science knowledge. However, local districts and teachers are encouraged to elaborate on what is included here, to add topics that they feel are important, and to organize material into *Concept-based Units* of study.

The essential standards in themselves are not intended to be the curriculum, nor do they indicate the whole of the curriculum that will be written by an LEA. The essential standards have been developed to serve as the minimum baseline standards that will guide each local school district in the development of their standard and honors level World History courses. The essential standards for World History have been written conceptually and identify the most critical knowledge and skills that students need to learn in this course. The Essential Standards for this course have been written to the levels of cognitive processing outlined in the Revision of Bloom's Taxonomy of Educational Objectives (RBT). The use of RBT as well as conceptually written standards are a combination that will help to ensure students successfully achieve the mission of the North Carolina State Board of Education: "...every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st century." Through the study of World History, students will acquire the skills and knowledge necessary to become responsible and effective citizens in an interdependent world.

The desired outcome of this course is that students develop relevant enduring understandings of current world issues and relate them to their historical, political, economic, geographical and cultural contexts. As students examine the historical roots of significant events, ideas, movements, and phenomena, they encounter the contributions and patterns of civilizations of the past and societies around the world. Students taking this course will broaden their historical perspectives as they explore ways societies have dealt with continuity and change, exemplified by concepts such as civilization, revolution, government, economics, war, stability, movement, technology, etc. This course is intended to be taught as a high school course that will receive high school credit. Thus, it has been developed based on the concepts, content and skills that are developmentally appropriate for students at the high school level.

World History

Key to identifying strands: **H**-History

| History | | | |
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| | Essential Standard | Clarifying Objectives | |
| 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. | WH.H.1.1 | <p><u>Use Chronological thinking to:</u></p> <ol style="list-style-type: none"> 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. |
| | | WH.H.1.2 | <p><u>Use Historical Comprehension to:</u></p> <ol style="list-style-type: none"> 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. |
| | | WH.H.1.3 | <p><u>Use Historical Analysis and Interpretation to:</u></p> <ol style="list-style-type: none"> 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. |
| | | WH.H.1.4 | <p><u>Use Historical Research to:</u></p> <ol style="list-style-type: none"> 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. |
| WH.H.2 | Analyze ancient civilizations | WH.H.2.1 | Compare how different geographic issues of the ancient period influenced settlement, |



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| and empires in terms of their development, growth and lasting impact. | trading networks and the sustainability of various ancient civilizations (e.g., flooding, Fertile Crescent, confluence, limited fertile lands, etc.). |
| | 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.). |
| | WH.H.2.3 Explain how codifying laws met the needs of ancient societies (e.g., Hammurabi, Draco, Justinian, Theodosius, etc.). |
| | 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.). |
| | 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.). |
| | 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. |
| | 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.). |
| | 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. |



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| | | WH.H.2.9 | Evaluate the achievements of ancient civilizations in terms of their enduring cultural impact. |
| WH.H.3 | Understand how conflict and innovation influenced political, religious, economic and social changes in medieval civilizations. | 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). |
| | | 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.). |
| | | 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.). |
| | | 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.). |
| WH.H.4 | Analyze the political, economic, social and cultural factors that lead to the development of the first age of global interaction. | 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.). |
| | | 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.). |



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| | | 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, etc.). |
| | | 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, etc.). |
| WH.H.5 | Analyze exploration and expansion in terms of its motivations and impact. | 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.). |
| | | 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). |
| | | 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.). |
| | | 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 monarchial funding, corporations, creation of capital markets, etc.). |



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| WH.H.6 | Understand the Age of Revolutions and Rebellions. | 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, works of Locke, Montesquieu, Rousseau, Bolivar, Jefferson, Paine, Adam Smith, etc.). |
| | | 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.). |
| | | 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.). |
| | | 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.). |
| WH.H.7 | Understand how national, regional, and ethnic interests have contributed to conflict among groups and nations in the modern era. | 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.). |
| | | 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, etc.). |



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| | | 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). |
| | | 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). |
| | | 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.). |
| | | 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.). |
| 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. | 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.). |
| | | 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.). |
| | | 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). |



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| | | 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). |
| | | 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.). |
| | | 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.). |
| | | 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.). |