



This document is designed to help North Carolina educators teach the Common Core and Essential Standards (Standard Course of Study). NCDPI staff are continually updating and improving these tools to better serve teachers.

World History Crosswalk

This crosswalk document compares the 2010 *K-12 Social Studies Essential Standards* and the 2006 *North Carolina Social Studies Standard Course of Study (SCOS)* and provides some insight into the similarities and differences between these two sets of standards, especially as it relates to content coverage. This document is not intended to answer all questions about the nuances of the new standards versus the old. Additional documents will provide support for curriculum development and instructional planning.

In looking at this document, you should be aware of three key structural differences between the 2010 *K-12 Social Studies Essential Standards* and the 2006 *North Carolina Social Studies Standard Course of Study*: the organization of the standards around five broad strands, the use of a conceptual framework, and the use of Revised Bloom's Taxonomy. Due to these structural differences, not all parts of a cross walked objective may align perfectly to a clarifying objective. The relationship between content, concepts, and cognitive demand may have changed. Additionally, some content, concepts, and/or skills have been eliminated or moved to other grade levels.

The 2010 *K-12 Social Studies Essential Standards* are organized around five strands: history, geography and environmental literacy, civics and government, economics and financial literacy, and culture. These strands are based on the social science disciplines and provide students a consistent framework for studying and analyzing specific grade level content. At the high school level, strands are designed to be more specific to their course and subject content.

Additionally, the new structure of the 2010 *K-12 Social Studies Essential Standards* reflects a shift to a more conceptual framework. The goal of conceptually written standards is to help students recognize patterns and make connections in their learning that transfer beyond a single discipline, topic, grade, or isolated fact. This adoption of a conceptual framework reduces the number of objectives while continuing to address similar topics, facts and skills. In looking at this document, you will see that there are multiple objectives from the old standards aligned to the new clarifying objectives; however, these objectives may be connected by broad conceptual understandings and should not be seen in the same light as they were in the old standards.

Finally, the 2010 *K-12 Social Studies Essential Standards* were also written using the Revised Bloom's Taxonomy (RBT). The most notable change from our current Standard Course of Study to the Essential Standards is the use of one verb per standard and clarifying objective. This will allow for greater alignment between instruction and assessment. RBT verbs have specific meanings; therefore, the same verb may serve a different purpose than in the 2006 *North Carolina Social Studies Standard Course of Study*.

This course addresses six 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 essential standards and clarifying objectives 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 objectives that can be reasonably taught with some depth and not just memorization of facts, topics and events.

Important Note: The current 2006 SCOS will continue to be the operational standards in the 2010-12 school year. We expect the 2010 K-12 Social Studies Essential Standards to be taught and assessed for the first time in the 2012-13 school year.



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2010 Essential Standard		2006 NC Standard Course of Study	
Strand	Essential Standard	Objective	Comments
	Clarifying Objective		
History	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.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	The following objectives were taken from the K-12 Skills Competency Goals: 1. N/A 2. 1.03 Draw inferences. 3.02 Interpret graphs and charts.	This clarifying objective was developed from the Standards in Historical Thinking of the National Standards for History and integrated with the K-12 Skills Competency Goals of the 2006 NCSCOS.
	WH.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	The following objectives were taken from the K-12 Skills Competency Goals 1. 1.01 Read for literal meaning. 1.02 Draw inferences. 2. 1.07 Distinguish fact and fiction. 3.04 Interpret social and political messages of cartoons. 3. 3.01 Use map and globe reading skills. 4. 3.04 Interpret social and political messages of cartoons. 3.05 Interpret history through artifacts, arts, and media.	This clarifying objective was developed from the Standards in Historical Thinking of the National Standards for History and integrated with the K-12 Skills Competency Goals of the 2006 NCSCOS.



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	<p>WH.1.3 Use Historical Analysis and Interpretation to:</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 causation. 4. Evaluate competing historical narratives and debates among historians. 5. Evaluate the influence of the past on contemporary issues 	<p>The following objectives were taken from the K-12 Skills Competency Goals:</p> <ol style="list-style-type: none"> 1. N/A 2. 1.05 Recognize bias and propaganda. 4.02 Examine, understand, and evaluate conflicting viewpoints. 3. 1.04 Detect cause and effect. 4. 1.05 Recognize bias and propaganda. 4.02 Examine, understand, and evaluate conflicting viewpoints. 5. 4.05 Predict possible outcomes. 4.06 Draw conclusions. 4.07 Offer solutions. 	<p>This clarifying objective was developed from the Standards in Historical Thinking of the National Standards for History and integrated with the K-12 Skills Competency Goals of the 2006 NCSCOS.</p>
History	<p>WH.1.4 Use Historical Research to:</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. 	<p>The following objectives were taken from the K-12 Skills Competency Goals:</p> <ol style="list-style-type: none"> 1. 4.01 Use hypothetical reasoning processes. 2. 3.05 Interpret history through artifacts, arts, and media. 3. 3.04 Interpret social and political messages of cartoons. 4. 2.06 Create written, oral, musical, visual, and theatrical presentations of social studies information. 	<p>This clarifying objective was developed from the Standards in Historical Thinking of the National Standards for History and integrated with the K-12 Skills Competency Goals of the 2006 NCSCOS.</p>



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	WH.H. 2 Analyze ancient civilizations and empires in terms of their development, growth and lasting impact.		
	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.).	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. 2.04 Examine the importance of India as a hub of world trade and as a cultural and religious center during its Golden Age.	
History	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.).	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.	



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		<p>2.03 Describe the developments and achievements of Roman civilization and analyze the significance of the fall of Rome.</p> <p>6.03 Trace the changing definitions of citizenship and the expansion of suffrage.</p> <p>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.</p>	
	<p>WH.H.2.3 Explain how codifying laws met the needs of ancient societies (e.g., Hammurabi, Draco, Justinian, Theodosius, etc.).</p>	<p>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.</p>	
History	<p>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.).</p>	<p>2.02 Identify the roots of Greek civilization and recognize its achievements from the Minoan era through the Hellenistic period.</p> <p>2.03 Describe the developments and achievements of Roman civilization and analyze the significance of the fall of Rome.</p> <p>2.04 Examine the importance of India as a hub of world trade and as a cultural and religious center during its Golden Age</p>	



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		<p>2.05 Assess the distinctive achievements of Chinese and Japanese civilizations.</p> <p>2.06 Describe the rise and achievements of the Byzantine and Islamic civilizations.</p> <p>2.07 Describe the rise and achievements of African civilizations, including but not limited to Axum, Ghana, Kush, Mali, Nubia, and Songhai.</p> <p>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.</p>	
	<p>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, and Shintoism, etc.).</p>	<p>2.04 Examine the importance of India as a hub of world trade and as a cultural and religious center during its Golden Age.</p> <p>8.01 Trace developments in literary, artistic, and religious traditions over time as legacies of past societies or as cultural innovations.</p> <p>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.</p>	



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History	<p>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.</p>	<p>2.04 Examine the importance of India as a hub of world trade and as a cultural and religious center during its Golden Age.</p> <p>2.05 Assess the distinctive achievements of Chinese and Japanese civilizations.</p> <p>2.06 Describe the rise and achievements of the Byzantine and Islamic civilizations.</p> <p>2.07 Describe the rise and achievements of African civilizations, including but not limited to Axum, Ghana, Kush, Mali, Nubia, and Songhai.</p> <p>7.01 Assess the degree to which discoveries, innovations, and technologies have accelerated change.</p> <p>7.04 Describe significant characteristics of global connections created by technological change, and assess the degree to which cultures participate in that change.</p>	
	<p>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.).</p>	<p>2.04 Examine the importance of India as a hub of world trade and as a cultural and religious center during its Golden Age.</p> <p>2.07 Describe the rise and achievements of African civilizations, including but not limited to Axum, Ghana, Kush, Mali, Nubia, and Songhai.</p>	



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History	<p>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.</p>	<p>6.01 Compare the conditions, racial composition, and status of social classes, castes, and slaves in world societies and analyze changes in those elements.</p> <p>6.02 Analyze causes and results of ideas regarding superiority and inferiority in society and how those ideas have changed over time.</p> <p>6.03 Trace the changing definitions of citizenship and the expansion of suffrage.</p>	
	<p>WH.H.2.9 Evaluate the achievements of ancient civilizations in terms of their enduring cultural impact.</p>	<p>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.</p> <p>2.02 Identify the roots of Greek civilization and recognize its achievements from the Minoan era through the Hellenistic period.</p>	
		<p>2.03 Describe the developments and achievements of Roman civilization and analyze the significance of the fall of Rome.</p> <p>2.05 Assess the distinctive achievements of Chinese and Japanese civilizations.</p>	



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		<p>2.06 Describe the rise and achievements of the Byzantine and Islamic civilizations.</p> <p>2.07 Describe the rise and achievements of African civilizations, including but not limited to Axum, Ghana, Kush, Mali, Nubia, and Songhai.</p> <p>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.</p>	
History	<p>WH.H.3 Understand how conflict and innovation influenced political, religious, economic and social changes in medieval civilizations.</p>		
	<p>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).</p>		



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



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History	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.).	3.03 Trace social, political, economic, and cultural changes associated with the Renaissance, Reformation, the rise of nation-states, and absolutism. 4.05 Evaluate the causes and effectiveness of nineteenth and twentieth century nationalistic movements that challenged European domination in Africa, Asia, and Latin America.	
	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.).	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.	



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		3.03 Trace social, political, economic, and cultural changes associated with the Renaissance, Reformation, the rise of nation-states, and absolutism.	
		4.02 Describe the changes in economies and political control in nineteenth century Africa, Asia, Europe, and the Americas.	
History	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.).	7.01 Assess the degree to which discoveries, innovations, and technologies have accelerated change. 7.04 Describe significant characteristics of global connections created by technological change, and assess the degree to which cultures participate in that change.	
	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.).	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.	



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		3.07 Evaluate the effects of colonialism on Africa, the Americas, Asia, and Europe.	
		4.02 Describe the changes in economies and political control in nineteenth century Africa, Asia, Europe, and the Americas.	
		7.04 Describe significant characteristics of global connections created by technological change, and assess the degree to which cultures participate in that change.	
History	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.).	<p>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.</p> <p>3.06 Compare the influence of religion, social structure, and colonial export economies on North and South American societies.</p> <p>3.07 Evaluate the effects of colonialism on Africa, the Americas, Asia, and Europe.</p>	



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



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History	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.).	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.	
	WH.H.6 Understand the Age of Revolutions and Rebellions.		
History	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.).	3.03 Trace social, political, economic, and cultural changes associated with the Renaissance, Reformation, the rise of nation-states, and absolutism. 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. 7.02 Examine the causes and effects of scientific revolutions and cite their major costs and benefits.	



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



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	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.).	7.03 Examine the causes and effects of industrialization and cite its major costs and benefits.	
	WH.H.7 Understand how national, regional, and ethnic interests have contributed to conflict among groups and nations in the modern era.		
History	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.).	8.03 Classify within the broad patterns of history those events that may be viewed as turning points.	
	WH.H.7.2 Analyze the increase in economic and military competition among nations in terms of the influences of nationalism, imperialism,	5.02 Assess the significance of the war experience on global foreign and domestic policies of the 1920s and 1930s.	



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	militarism, and industrialization (e.g., Ottoman Empire, Japanese Empire, Prussian Empire, the German Empire, “Have and Have Nots” of Europe, industrial America, etc.).	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.	
	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).	4.04 Examine the causes and effects of the Russian Revolution and its effect on Russia and the world. 5.01 Analyze the causes and course of World War I and assess its consequences. 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.	
		6.06 Trace the development of internal conflicts due to differences in religion, race, culture, and group loyalties in various areas of the world.	



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History	<p>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).</p>	<p>3.07 Evaluate the effects of colonialism on Africa, the Americas, Asia, and Europe.</p> <p>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.</p> <p>4.02 Describe the changes in economies and political control in nineteenth century Africa, Asia, Europe, and the Americas.</p> <p>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.</p> <p>4.04 Examine the causes and effects of the Russian Revolution and its effect on Russia and the world.</p> <p>4.05 Evaluate the causes and effectiveness of nineteenth and twentieth century nationalistic movements that challenged European domination in Africa, Asia, and Latin America.</p>	



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	<p>WH.H.7.5 Analyze the emergence of capitalism as a dominate economic pattern and the responses to it from various nations and groups (e.g., utopianism, social democracy, socialism, communism, etc.).</p>	<p>3.03 Trace social, political, economic, and cultural changes associated with the Renaissance, Reformation, the rise of nation-states, and absolutism.</p> <p>4.02 Describe the changes in economies and political control in nineteenth century Africa, Asia, Europe, and the Americas.</p> <p>6.04 Relate the dynamics of state economies to the well being of their members and to changes in the role of government.</p>	
History	<p>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.).</p>		



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	Clarifying Objective		
	<p>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.</p>		
	<p>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.).</p>	<p>5.02 Assess the significance of the war experience on global foreign and domestic policies of the 1920s and 1930s.</p> <p>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.</p> <p>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.</p> <p>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.</p>	



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Strand	Essential Standard	Objective	Comments
	Clarifying Objective		
	<p>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, “911”, terrorism, etc.).</p>	<p>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.</p> <p>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.</p>	
History	<p>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).</p>	<p>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.</p> <p>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.</p>	



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	Clarifying Objective		
	<p>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).</p>	<p>7.01 Assess the degree to which discoveries, innovations, and technologies have accelerated change.</p> <p>7.04 Describe significant characteristics of global connections created by technological change, and assess the degree to which cultures participate in that change.</p>	
	<p>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.).</p>	<p>7.03 Examine the causes and effects of industrialization and cite its major costs and benefits.</p>	
History	<p>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.).</p>	<p>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.</p> <p>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.</p>	



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Strand	Essential Standard	Objective	Comments
	Clarifying Objective		
	<p>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.).</p>	<p>6.02 Analyze causes and results of ideas regarding superiority and inferiority in society and how those ideas have changed over time.</p> <p>6.06 Trace the development of internal conflicts due to differences in religion, race, culture, and group loyalties in various areas of the world.</p> <p>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.</p>	

Eliminated/Moved Objectives:

- 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.



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8.04 Characterize over time and place the interactions of world cultures.

Note: The objectives above are embedded in the K-8 standards with the expectation to be mastered upon entering the new World History course in high school.