



## NORTH CAROLINA EXTENDED CONTENT STANDARDS FOR WORLD HISTORY

The Extended Content Standards in the *World History* course will provide students the opportunity to engage in intensive application of the skills, concepts, processes, and knowledge gained in previous social studies courses and prepare them to be career, and civic ready. Despite there being a different overall focus for each subsequent course, students will explore the content through the following lenses: inquiry; behavioral sciences; civics and government; economics; geography; and history. As students develop cognitively, these lenses become more focused based on the grade-level content and disciplinary thinking skills.

World History is designed to be a historical study of societies, nations, economies, events, and cultures of the many regions of the world, providing historical background for each area and details inclusive of change over time, historical impact, religion, diplomacy, culture practices and beliefs, and economic, political, and social institutions. The course is intended to examine the historical development of the world and global issues and patterns since 1200. The course also explores underlying themes of: power and authority; change and continuity; human-environment interaction; globalization; cultural diffusion; and individual and group identity. The extended content standards for this course seek to move beyond the rote teaching of world history to the teaching of history in context to the world and global society in which students currently live and need to understand. With this in mind, it is important to note that this course is not designed to be a chronological study of history through periodization. The goal of this course is to blend the historical with the contemporary and current so that students begin to acquire an understanding of how the historical events and decisions of ancient, classical, and modern history have implications or lasting impacts that have influenced the world in which we currently live. It is important for students in today's rapidly evolving global society to be able to understand the contemporary patterns and connections of globalization. Likewise, it is important they know that in order to do so, one must study the historical precedents and antecedents of those patterns and connections. Ultimately, students will be able to use this knowledge to understand and engage with the world as collaborative and productive global citizens who are knowledgeable of why history matters in a twenty-first-century world.

**These Extended Content Standards are not intended to be the curriculum, nor do they indicate the whole of a curriculum which will be written by a local public-school unit (LEA) or school. The extended content standards for this course have been developed to serve as the framework which will guide each LEA in the development of the curriculum for their extended content standard World History courses. The extended content standards of this course are conceptual in nature and have been organized around five disciplinary strands and a skill strand designed to promote inquiry. Every student following the North Carolina Extended Content Standards for Social Studies will engage in rigorous academic courses inclusive of multiple ideas, viewpoints, and perspectives that prepare them with the knowledge, understanding, and skills needed to productively live and engage in a multicultural and globally competitive society.**

Note: The Inquiry Strand is a content-neutral strand that focuses on the skills necessary for students to improve their critical thinking. The Inquiry Strand comes first in the standards document because the skills outlined can and should be applied within all content in the course. The content strands are arranged alphabetically and each represents a different social studies lens through which students should access the content.

**Inquiry 9-12**

The Inquiry Indicators are meant to be used in concert with the content standards in any strand for each grade in the 9-12 grade band. Teachers should be encouraged to use these indicators in every grade level.

Because there is no set number of indicators that should be used in any grade level, the intent is that by the end of all high school courses students will have been exposed to the skills essential to developing critical thinking in social studies. For this to occur, students must be exposed to inquiry indicators in each grade.

Category	Indicator
<p><b>Apply the inquiry models to analyze and evaluate social studies topics and issues in order to communicate conclusions and take informed actions.</b></p>	<p><b>I.1.1 Compelling Questions</b></p> <ul style="list-style-type: none"> <li>● Identify issues and problems in social studies.</li> <li>● Formulate questions based upon disciplinary concepts.</li> </ul>
	<p><b>I.1.2 Supporting Questions</b></p> <ul style="list-style-type: none"> <li>● Identify related issues and problems related to the compelling question.</li> <li>● Formulate supporting questions.</li> </ul>
	<p><b>I.1.3 Gathering and Evaluating Sources</b></p> <ul style="list-style-type: none"> <li>● Locate credible primary and secondary sources.</li> <li>● Identify a variety of primary and secondary sources in support of compelling and supporting questions.</li> </ul>
	<ul style="list-style-type: none"> <li>● Summarize the central ideas and meaning of primary and secondary sources through the use of literacy strategies.</li> <li>● Determine the origin, context, and bias of primary and secondary sources.</li> <li>● Differentiate between facts and interpretation of sources.</li> <li>● Evaluate competing historical narratives and debates among historians.</li> </ul>

	<p><b>I.1.4 Developing Claims and Using Evidence</b></p> <ul style="list-style-type: none"> <li>● Analyze data from charts, graphs, timelines, and maps.</li> <li>● Analyze visual, literary, and musical sources.</li> <li>● Examine change and continuity over time.</li> <li>● Analyze causes, effects, and correlations.</li> <li>● Determine the relevance of a source in relation to the compelling and supporting questions.</li> </ul>
	<p><b>I.1.5 Communicating Ideas</b></p> <ul style="list-style-type: none"> <li>● Construct written, oral, and multimedia arguments.</li> <li>● Support arguments with evidence and reasoning while considering counterclaims. ● Use proper formatting in citing sources for arguments.</li> <li>● Develop new understandings of complex historical and current issues through rigorous academic discussions.</li> <li>● Participate in rigorous academic discussions emphasizing multiple viewpoints in which claims and evidence are acknowledged, critiqued, and built upon in order to create new understandings of complex historical or current issues.</li> </ul>
	<p><b>I.1.6 Taking Informed Action</b></p> <ul style="list-style-type: none"> <li>● Generate ideas through which the inquiry facilitates change.</li> <li>● Devise a plan to enact change based on the results of the inquiry.</li> <li>● Organize and take individual or collaborative action in order to effect change and inform others.</li> </ul>

Behavioral Sciences	
Standard	Extended Content Standards
<p><b>WH.B.1</b> Analyze how artistic, literary, philosophical, technological, and scientific ideas have developed and shaped society and institutions.</p>	<p><b>ECS.WH.B.1.1</b> Explain how art, literature, philosophical thought and ideas, and religion have shaped societies and institutions, now and in the past.</p>
	<p><b>ECS.WH.B.1.2</b> Explain how scientific and technological innovations impact societal change around the world, both now and in the past.</p>
<p><b>WH.B.2</b> Understand the concept of identity in historic and contemporary societies in terms of its development and impacts.</p>	<p><b>ECS.WH.B.2.1</b> Explain how shared values and beliefs of a culture impact national, tribal, and group identity, now and in the past.</p>
	<p><b>ECS.WH.B.2.2</b> Explain how differences in religious, secular, racial, ethnic, and tribal group identities can cause conflict and impact societies, now and in the past.</p>
	<p><b>ECS.WH.B.2.3</b> Explain the impact of global interaction on the development of national, tribal, and ethnic identities, now and in the past.</p>

Civics and Government	
Standard	Extended Content Standards
<p><b>WH.C&amp;G.1</b> Analyze the relationship between various societies and government in terms of freedom, equality, and power.</p>	<p><b>ECS.WH.C&amp;G.1.1</b> Compare ways in which individuals, groups, and governments have gained and maintained power.</p>
	<p><b>ECS.WH.C&amp;G.1.2</b> Identify ways in which leaders and political systems have used power to maintain or change freedom and equality.</p>
	<p><b>ECS.WH.C&amp;G.1.3</b> Compare various conflicts and social movements across the world creating change in terms of purpose, consequence, and impact on the freedom and equality of individuals and groups in society.</p>
	<p><b>ECS.WH.C&amp;G.1.4</b> Compare ways racial, ethnic, and religious groups around the world have responded to inequities, injustice, and restriction of freedoms, now and in the past.</p>
<p><b>WH.C&amp;G.2</b> Evaluate international diplomacy and the policies of a nation in terms of influence</p>	<p><b>ECS.WH.C&amp;G.2.1</b> Identify how policies and treaties have led to international conflict, now and in the past</p>

<p>on global conflict and resolutions.</p>	<p><b>ECS.WH.C&amp;G.2.2</b> Identify successful and unsuccessful efforts among groups to resolve conflict and maintain global peace now and in the past.</p>
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Economics	
Standard	Extended Content Standards
<p><b>WH.E.1</b> Understand the economic relationships between groups and nations in terms of power and interdependence.</p>	<p><b>ECS.WH.E.1.1</b> Explain how a desire for resources has impacted the global interactions and economic interdependence around the world, now and in the past</p>
	<p><b>ECS.WH.E.1.2</b> Describe the impact of economic connections on the development, interactions, and changes across the world, now and in the past.</p>
	<p><b>ECS.WH.E.1.3</b> Compare how empires, groups, and nations have used economic decisions and policies to gain or maintain power, now and in the past.</p>
	<p><b>ECS.WH.E.1.4</b> Identify various economic policies of different nations throughout various periods of history.</p>



Geography	
Standard	Extended Content Standards
<p><b>WH.G.1</b> Understand how movement has influenced societies now and in the past.</p>	<p><b>ECS.WH.G.1.1</b> Explain the reasons for immigration, forced migration, slavery, and settlement and the effects on empires, societies, and indigenous populations around the world, now and in the past.</p>
	<p><b>ECS.WH.G.1.2</b> Define cultural diffusion as it relates to the relationship between movement, technology, and innovation in societies around the world, now and in the past.</p>
<p><b>WH.G.2</b> Analyze the intentional and unintentional consequences of human-environment interaction.</p>	<p><b>ECS.WH.G.2.1</b> Define geopolitics and demographic shifts.</p>
	<p><b>ECS.WH.G.2.2</b> Explain the positive and negative impacts of technological innovation, humans, and the environment.</p>

History	
Standard	Extended Content Standards
<p><b>WH.H.1.1</b> Analyze historical events and issues in world history from a variety of perspectives.</p>	<p><b>ECS.WH.H.1.1</b> Identify key turning points in world events that have significantly impacted the course of world history.</p>
	<p><b>ECS.WH.H.1.2</b> Explain the impact the experiences and achievements of individuals and groups from various indigenous, racial, ethnic, tribal, political, and religious backgrounds have had on historical events and current global issues.</p>
	<p><b>ECS.WH.H.1.3</b> Define ethnocentrism, stereotypes, xenophobia, racism, human rights, social justice, and social injustice.</p>
	<p><b>ECS.WH.H.1.4</b> Identify the challenges indigenous peoples and ethnic and tribal groups around the world have experienced as a result of colonization, imperialism, and assimilation, now and in the past.</p>