

NORTH CAROLINA Social Studies Standards for Grades 6-12

In the Footsteps of History

Grade 6 (course code 4006)

The World Studies I course is an infused study of the six social studies strands. These strands should not be taught in isolation but woven together to form a course that helps students understand the world in which we live.

Students will focus on the emergence, expansion, and decline of civilizations from the Paleolithic Era to 1400 CE. They will understand key factors that shaped the development of civilizations.

A conscious effort should be made to include an integrated study of various societies and regions from every continent: Africa (North Africa, West Africa, East Africa, South Africa); Asia (East Asia, Central Asia, Southwest Asia, Southeast Asia); Europe; the Americas (North America, Central America, South America); the Caribbean; and the Pacific Islands.

Inquiry- The Inquiry Indicators are meant to be used in concert with the content standards in any strand for each grade in the 6-8 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 grade 8 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.

All of the lessons in *In the Footsteps of History*, and all of its VR Walkabouts, are focused on creating student inquiry and requiring compelling evidence to support student claims. The focus is on clarity and strong communication in writing, as well as critical thinking in reading comprehension that always asks the questions, who wrote this, when, and for what audience and purpose?

Compelling Questions

- *1.1.1 Construct a compelling question through a disciplinary lens individually and with peers.*

Supporting Questions

- *1.1.2 Construct supporting questions based upon disciplinary concepts.*

Gathering and Evaluating Sources

- *1.1.3 Analyze details, central ideas, and inferences from sources using discipline-specific strategies.*
- *1.1.4 Assess the credibility of primary and secondary sources using the origin, authority, structure, credibility, reliability, and context of the sources to guide the selection.*

Developing Claims and Using Evidence

- *1.1.5 Identify evidence that draws information from multiple perspectives.*
- *1.1.6 Construct claims and counterclaims using evidence while pointing out the strengths and limitations of both based on multiple sources.*

Communicating Ideas

- *1.1.7 Construct arguments consisting of multiple claims with evidence from sources and attention to disciplinary detail.*
- *1.1.8 Construct responses to supporting and opposing perspectives supported by evidence.*
- *1.1.9 Determine the credibility of disciplinary arguments of peers.*

Taking Informed Action

- *1.1.10 Identify challenges and opportunities created in addressing local, state, tribal, regional, national, and/or global issues.*
- *1.1.11 Use a range of civic approaches to address problems being investigated.*

Behavioral Sciences- 6.B.1 Understand ways in which culture influences civilizations.

6.B.1.1 Explain how religion, tradition, and cultural practice influence the development of civilizations and societies in Africa, Asia, Europe and the Americas.

6.B.1.2 Explain how artistic expressions reflect the values of civilizations in Africa, Asia, Europe and the Americas.

6.B.1.3 Compare systems of social structure within various civilizations and societies in Africa, Asia, Europe and the Americas over time.

Marco Polo, Inuit, and Ibn Battuta units, Walkabouts

Civics and Government- 6.C&G.1 Understand the purpose of government and authority

6.C&G.1.1 Compare the structures of governmental systems in civilizations and societies in Africa, Asia, Europe and the Americas.

6.C&G. 1.2 Compare how different types of government maintain power and authority.

6.C&G. 1.3 Compare the requirements for citizenship under various civilizations, empires, and societies.

6.C&G. 1.4 Compare the evolution of laws and legal systems in various civilizations, empires, and societies in Africa, Asia, Europe and the Americas.

6.C&G.1.5 Summarize the beliefs and practices that shaped power and authority in various civilizations, empires, and societies in Africa, Asia, Europe and the Americas.

6.C&G.1.6 Explain the reasons for the rise and fall of governments and authority in civilizations and empires of Africa, Asia, Europe, and the Americas.

Marco Polo, Inuit, Isabella Bird, Ibn Battuta units, Walkabouts

Economics- 6.E.1 Understand the economic activities of civilizations prior to 1400.

6.E.1.1 Explain how trade routes and economic networks contribute to the development of civilizations, empires, and classical societies in Africa, Asia, Europe, and the Americas.

6.E.1.2 Explain the economic reasons for the rise and fall of civilizations, empires, and societies in Africa, Asia, Europe, and the Americas.

Marco Polo, Isabella Bird, Ibn Battuta units, Walkabouts

Geography- 6.G.1 Understand the geographical factors that influence human migration and settlement.

6.G.1.1 Explain how human and physical characteristics impacted migration and settlement in various regions in Africa, Asia, Europe and the Americas.

6.G.1.2 Explain how movement and settlement patterns affected the development of civilizations, empires, and societies in Africa, Asia, Europe, and the Americas.

6.G.1.3 Explain how innovation and technology influenced the migration and settlement of people and the flow of goods and ideas in various civilizations and empires in Africa, Asia, Europe, and the Americas.

6.G.1.4 Explain how societies in Africa, Asia, Europe and the Americas modified and adapted to the environment based on topography, climate, bodies of water, and natural resources.

Marco Polo, Inuit, and Ibn Battuta units, Walkabouts

History- 6.H.1 Understand the development of civilizations and societies from various perspectives.

6.H.1.1 Explain the role various events, people, and groups played in the rise, fall, and transformation of societies in Africa, Asia, Europe, and the Americas.

6.H.1.2 Explain the enduring impact of the achievements of ancient civilizations in Africa, Asia, Europe, and the Americas in terms of the relevance of present-day society.

6.H.1.3 Compare multiple perspectives of various historical events in civilizations in Africa, Asia, Europe, and the Americas using primary and secondary sources.

Marco Polo, Isabella Bird, Ibn Battuta units, Walkabouts

Grade 7 (course code 4007)

World Studies II will continue to expand upon the knowledge, skills, and enduring understandings acquired in the sixth-grade examination of the emergence, expansion, and decline of civilizations by beginning at 1400 CE and moving into the globalized network of nations in the modern world. Modern world is defined by a time in which societies and regions witnessed the birth of the following developments: greater awareness of other cultures; creation of a global economy; rise of powerful nation-states; major technological advancements; and deepening reliance on science.

The course should be taught in a way that leads students to make connections between historical events and their own lives. This should be accomplished through an investigation of the various factors that shaped the development of societies and regions in the modern world as well as global interactions between those societies. A conscious effort should be made to include an integrated study of various societies and regions from every continent (Africa, Asia, Europe, the Americas, and Australia). The intent of the North Carolina Social Studies standards is to present information through a conceptual framework which allows for greater depth and enduring understandings of content and issues to include, but not limited to, science, technology, invention, and innovation.

Behavioral Sciences- 7.B.1 Understand how individual and group values and beliefs have influenced various cultures.

7.B.1.1 Compare major elements of culture in various modern societies around the world.

7.B.1.2 Explain how values and beliefs affect human rights, justice, and equality for different groups of people.

7.B.1.3 Compare how individuals and groups respond to stereotypes, oppression, human rights violations, and genocide.

Inuit, Henson, Isabella Bird, and Ibn Battuta units, Walkabouts

Civics and Government-7.C&G.1 Analyze modern governmental systems in terms of conflict and change.

7.C&G.1.1 Explain how the power and authority of various types of governments have created conflict that has led to change.

7.C&G.1.2 Distinguish how conflict between religious and secular thought and practice has contributed to change in government.

7.C&G.1.3 Deconstruct changes of various modern governments in terms of the benefits and costs to its citizens.

7.C&G.1.4 Summarize new ideas that changed political thought in various nations, societies and regions.

Isabella Bird unit, Walkabouts

Economics- 7.E.1 Understand the economic activities of modern societies and regions.

7.E.1.1 Explain the factors and conditions that contribute to the development of economic systems.

7.E.1.2 Explain how national and international economic decisions reflect and impact the interdependency of societies.

7.E.1.3 Summarize the economic activity fostered by various economic systems.

7.E.1.4 Explain how competition for resources affects the economic relationship among nations.

7.E.1.5 Explain how economic systems have led to the transformation of various regions around the world and indigenous ways of life.

Marco Polo, Inuit, Isabella Bird, and Ibn Battuta units

Geography- 7.G.1 Understand ways in which geographical factors influence societies.

7.G.1.1 Explain how push-pull factors of forced and voluntary migrations have affected societies around the world.

7.G.1.2 Explain reasons why societies modify and adapt to the environment.

7.G.1.3 Explain the influence of demographic shifts on societies using geographic tools and data.

Marco Polo, Inuit, Isabella Bird, Ibn Battuta units

History- 7.H.1 Evaluate historical and current events from a variety of perspectives.

7.H.1.1 Distinguish specific turning points of modern world history in terms of lasting impact.

7.H.1.2 Summarize the influence women, indigenous, racial, ethnic, political, and religious groups have had on historical events and current global issues.

7.H.1.3 Compare individual and societal responses to globalization in various regions and societies.

7.H.1.4 Critique the effectiveness of cooperative efforts and consensus-building among nations, regions, and groups from various perspectives.

7.H.1.5 Explain how slavery, xenophobia, disenfranchisement, ethnocentrism, and intolerance have affected individuals and groups in modern world history.

Marco Polo, Henson, Inuit, Isabella Bird, Ibn Battuta units, Walkabouts

High School World History Course (code 4303)

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 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 standards and objectives 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 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 standard and honors level World History courses. The 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 Standard Course of Study 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.

Inquiry- Apply the inquiry models to analyze and evaluate social studies topics and issues in order to communicate conclusions and take informed actions.

All of the lessons in *In the Footsteps of History*, and all of its VR Walkabouts, are focused on creating student inquiry and requiring compelling evidence to support student claims. The focus is on clarity and strong communication in writing, as well as critical thinking in reading comprehension that always asks the questions, who wrote this, when, and for what audience and purpose?

1.1.1 Compelling Questions

- *Identify issues and problems in social studies.*
- *Formulate questions based upon disciplinary concepts.*

1.1.2 Supporting Questions

- *Identify related issues and problems related to the compelling question.*
- *Formulate supporting questions.*

1.1.3 Gathering and Evaluating Sources

- *Locate credible primary and secondary sources.*
- *Identify a variety of primary and secondary sources in support of compelling and supporting questions.*
- *Summarize the central ideas and meaning of primary and secondary sources through the use of literacy strategies.*
- *Determine the origin, context, and bias of primary and secondary sources.*
- *Differentiate between facts and interpretation of sources.*
- *Evaluate competing historical narratives and debates among historians.*

1.1.4 Developing Claims and Using Evidence

- *Analyze data from charts, graphs, timelines, and maps.*
- *Analyze visual, literary, and musical sources.*
- *Examine change and continuity over time.*
- *Analyze causes, effects, and correlations.*
- *Determine the relevance of a source in relation to the compelling and supporting questions.*

1.1.5 Communicating Ideas

- *Construct written, oral, and multimedia arguments.*
- *Support arguments with evidence and reasoning while considering counterclaims.*
- *Use proper formatting in citing sources for arguments.*
- *Develop new understandings of complex historical and current issues through rigorous academic discussions.*
- *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.*

1.1.6 Taking Informed Action

- *Generate ideas through which the inquiry facilitates change.*
- *Devise a plan to enact change based on the results of the inquiry.*
- *Organize and take individual or collaborative action in order to effect change and inform others.*

Behavioral Sciences- WH.B.1-Analyze how artistic, literary, philosophical, technological, and scientific ideas have developed and shaped society and institutions.

WH.B.1.1 Deconstruct societies and institutions around the world in terms of the ways in which they were shaped by art, literature, philosophical thought, and religion, now and in the past.

Marco Polo, Inuit, Isabella Bird and Ibn Battuta units, Walkabouts

WH.B.2 Understand the concept of identity in historic and contemporary societies in terms of its development and impacts.

WH.B.2.1 Explain how shared values and beliefs of a culture impact national, tribal, and group identity, now and in the past.

WH.B.2.2 Explain how competing religious, secular, racial, ethnic, and tribal group identities have impacted societies, now and in the past.

WH.B.2.3 Explain the impact of global interaction on the development of national, tribal, and ethnic identities, now and in the past.

Marco Polo, Inuit, Isabella Bird and Ibn Battuta, Walkabouts

Civics and Government- WH.C&G.1 Analyze the relationship between various societies and government in terms of freedom, equality, and power.

WH.C&G.1.1 Compare ways in which individuals, groups, and governments have gained and maintained power.

WH.C&G.1.2 Distinguish ways in which religious and secular leaders and political systems have used power to sustain, expand, or restrict freedom and equality.

WH.C&G.1.3 Compare various revolutions, rebellions, and movements in terms of motive, consequence, and lasting impact on the freedom and equality of individuals and groups in society.

WH.C&G.1.4 Compare ways racial, ethnic, and religious groups around the world have demonstrated resistance and resilience to inequities, injustice, and restriction of freedoms, now and in the past.

(Isabella Bird, Ibn Battuta units, Walkabouts)

WH.C&G.2 Evaluate international diplomacy and the policies of a nation in terms of influence on global conflict and resolutions.

WH.C&G.2.1 Explain how policies and treaties have led to international conflict, now and in the past.

WH.C&G.2.2 Critique the effectiveness of cooperative efforts among nations, groups, and international organizations in resolving conflicts and maintaining international stability, now and in the past.

Marco Polo, Isabella Bird, Ibn Battuta [Benin bronzes] units

Economics- Understand the economic relationships between groups and nations in terms of power and interdependence.

WH.E.1.1 Explain how a desire for resources has impacted the global interactions and economic interdependence of empires, societies, and/or nations, now and in the past.

WH.E.1.2 Explain the influence of economic interdependence on the development, interactions, and transformation of empires, societies, nations, and regions, now and in the past.

WH.E.1.3 Compare how empires, groups, and nations have used economic decisions and policies to gain or maintain power, now and in the past.

WH.E. 1.4 Explain how economic policies have challenged international interdependence and national and tribal sovereignty in various regions around the world.

Marco Polo, Isabella Bird, Ibn Battuta units, Walkabouts

Geography- WH.E.1.1 Explain how a desire for resources has impacted the global interactions and economic interdependence of empires, societies, and/or nations, now and in the past.

WH.G.1.1 Explain the reasons for and effects of immigration, forced migration, slavery, and settlement on empires, societies, and indigenous populations around the world, now and in the past.

WH.G.1.2 Distinguish the relationship between movement, technology, and innovation in terms of cultural diffusion on societies around the world, now and in the past.

Marco Polo, Inuit, Isabella Bird, Ibn Battuta units, Walkabouts

Geography- WH.G.2 Analyze the intentional and unintentional consequences of human - environment interaction.

WH.G.2.1 Deconstruct the relationship between geopolitics and demographic shifts in terms of intentional and unintentional consequences, now and in the past.

WH.G.2.2 Differentiate technological innovation and human-environment interaction in terms of intentional and unintentional consequences, now and in the past.

Marco Polo, Inuit, Ibn Battuta units

History- WH.H.1.1 Analyze historical events and issues in world history from a variety of perspectives.

WH.H.1.1 Distinguish key turning points in world history in terms of multiple causes and outcomes.

WH.H.1.2 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.

WH.H.1.3 Explain how ethnocentrism, stereotypes, xenophobia, and racism impact human rights and social justice of various groups, tribes, and nations around the world, now and in the past.

WH.H.1.4 Distinguish 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.

Marco Polo, Henson, Inuit, Isabella Bird, Ibn Battuta units, Walkabouts