



WHP AND NORTH CAROLINA'S SOCIAL STUDIES STANDARDS FOR WORLD HISTORY



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North Carolina WHP Executive Summary

The World History Project (WHP) curriculum provides an opportunity for North Carolina's high school students to develop a well-grounded foundation for deep understanding of world history through its readings, videos, and activities. WHP aligns with the vast majority of North Carolina's Social Studies Standards for World History. Accordingly, teachers are encouraged to revise or include additional materials at any point in the course in order to focus on, or dig more deeply into, specific topics or periods such as specific artistic and philosophical movements. WHP includes three chronological courses: Origins to the Present, 1200 to the Present, and 1750 to Present. The 1200 course is recommended but there are a multitude of assets that can be used in the Origins and 1750 courses to support the standards. The accompanying crosswalk provides examples of aligned materials from the 1200 course.

WHP and North Carolina's Social Studies Standards for World History

While completing the WHP curriculum, students will learn historical content through various frames and will develop and apply their inquiry skills. These aspects of WHP are aligned to North Carolina's Social Studies Standards for World History such as "**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" and "**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." WHP also includes multiple opportunities for students to engage in inquiry based-learning: reading, writing, claim testing, causation, comparison, contextualization, continuity and change over time, and sourcing. In addition, as mentioned above, the WHP course focuses on the frames, or "big pictures" of history, which include the following:

1. Networks: How have our networks of interaction changed over our long history?
2. Production and Distribution: How have our systems of production and distribution of goods and services changed over our long history?
3. Communities: How have our communities changed over our long history?

As students study these frames, they navigate various historical events through smaller scales of time and develop historical knowledge. These historical events include the rise and expansion of civilizations, the Agricultural Revolution, and global wars, which are all aligned to North Carolina's content expectations for world history. Additional information on the frames and scales can be found in the WHP Course Guide. North Carolina's Social Studies Preamble states "Students will explore the content through the following lenses: inquiry; behavioral sciences, civics and government; economics; geography; and history." These curricular expectations are found throughout the WHP Course. For example, students will engage in inquiry-based learning as they work with their classmates to identify goals that the United Nations can achieve in the UN Sustainable Development Goals activity. Students also continuously learn about various people and cultures as they study about Afro-Eurasia and the Americas. The content in this unit aligns to several of North Carolina's standards and clarifying objectives, including "**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.” Thus, WHP is an excellent fit for meeting North Carolina’s high school world history course expectations.

Conclusion

WHP provides an engaging and coherent curriculum that enables North Carolina’s students to meet a majority of the standards and to develop the ways of thinking, reading, and writing set forth in the College and Career Readiness Standards and the C3 Framework. WHP will reinforce the inquiry skills and the content and knowledge that is expected from North Carolina’s high school world history course.

North Carolina Standards WHP Objectives

I - Inquiry

NORTH CAROLINA SOCIAL STUDIES STANDARDS FOR WORLD HISTORY	WORLD HISTORY PROJECT COURSE OBJECTIVES (CO) AND LEARNING OBJECTIVES (1200 COURSE=U#.# LEARNING OBJECTIVES IN SUBUNITS) THAT SUPPORT NORTH CAROLINA SKILLS AND STANDARDS	RELEVANT WHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT NORTH CAROLINA SKILLS AND STANDARDS
HISTORICAL UNDERSTANDING		
Apply the inquiry models to analyze and evaluate social studies topics and issues in order to communicate conclusions and take informed actions.		
I.1 .1 Compelling Questions: <ul style="list-style-type: none"> Identify issues and problems in social studies. Formulate questions based upon disciplinary concepts. 	1200 CO3: Engage in meaningful historical inquiry by analyzing primary and secondary sources from multiple perspectives of gender, race, and socioeconomic status, or other hierarchies to gain a deeper understanding of human history. U9-7: Create and support arguments using historical evidence to communicate conclusions through individual or shared writing.	UNIT 4: Project X - Making a Prediction Part 1 UNIT 6: Project X - Making a Prediction Part 2 UNIT 7: Project X - Topic Selection UNIT 8: Project X - Research UNIT 9: Project X – Final Presentation; UN Sustainable Development Goals
I.1.2: Supporting Questions <ul style="list-style-type: none"> Identify related issues and problems related to the compelling question. Formulate supporting questions. 	p	UNIT 4: Project X - Making a Prediction Part 1 UNIT 6: Project X - Making a Prediction Part 2 UNIT 7: Project X - Topic Selection UNIT 8: Project X - Research UNIT 9: Project X – Final Presentation; UN Sustainable Development Goals
I.1.3 Gathering and Evaluating Sources <ul style="list-style-type: none"> 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. 	1200 CO5: Use historical thinking skills and reasoning practices such as scale, comparison, causation, continuity and change over time, sourcing, claim testing, and contextualization to understand and evaluate the historical narrative.	UNIT 1: Claim Testing - Introduction UNIT 2: Sourcing - Introduction; Claim Testing - Authority; Making Claims: Expanding Networks; UNIT 3: Claim Testing - Evidence; Sourcing – Spanish Conquest of the Aztec Empire; Primary Sources: First Person Accounts of the Transatlantic Slave Trade; UNIT 5: Claim Testing - Social Class and Gender; Making Claims: Industrialization; Sourcing – Why Was Slavery Abolished? UNIT 6: Sourcing – Differing Perspectives on Imperialism; Claim Testing - Imperialism UNIT 7: Claim Testing - Global Conflict; Making Claims: World War; UNIT 8: Sourcing – Who Started the Cold War? UNIT 9: Claim Testing - Globalization; Making Claims: Globalization
I.1.4 Developing Claims and Using Evidence <ul style="list-style-type: none"> 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. 	1200 CO5: Use historical thinking skills and reasoning practices such as scale, comparison, causation, continuity and change over time, sourcing, claim testing, and contextualization to understand and evaluate the historical narrative.	UNIT 1: Causation - Alphonse the Camel; Geography - Unit 1 Mapping; UNIT 2: Geography - Unit 2 Mapping Part 1; Project X - A Guide to Reading Charts; Sourcing - Introduction; CCOT - Introduction; Causation - The Black Death; Geography - Unit 2 Mapping Part 2; UNIT 3: Geography - Unit 3 Mapping Part 1; CCOT – The Global Tapestry to Transoceanic Connections; Data Exploration: Urbanization; Causation – Migration; Sourcing – Spanish Conquest of the Aztec Empire; Primary Sources: First Person Accounts of the Transatlantic Slave Trade; Geography – Unit 3 Mapping Part 2; UNIT 4: Geography – Unit 4 Mapping Part 1; CCOT – Transoceanic Connections to Revolutions; Project X – Making a Prediction Part 1; Data Exploration: War and Peace; Causation – Recipe for a Revolution; Geography – Unit 4 Mapping Part 2; UNIT 5: Geography – Unit 5 Mapping Part 1; CCOT – Revolutions to Industrialization; Data Exploration: Child Labor; Sourcing – Why Was Slavery Abolished?; Geography – Unit 5 Mapping Part 2; UNIT 6: Geography – Unit 6 Mapping Part 1; Project X – Making a Prediction Part 2; Data Exploration: Greenhouse Gas Emissions; Sourcing – Differing Perspectives on Imperialism; Causation – Indian Uprising; Geography – Unit 6 Mapping Part 2; UNIT 7: Geography – Unit 7 Mapping Part 1; Data Exploration: Democracy; CCOT – Empire to Global Conflict; Causation – World War II; Geography – Unit 7 Mapping Part 2; UNIT 8: Geography – Unit 8 Mapping Part 1; Data Exploration: Global Inequality; Sourcing – Who Started the Cold War?; Geography – Unit 8 Mapping Part 2; UNIT 9: CCOT – Unit Comparisons; Data Exploration: Future Population Growth; Causation – Environmental Change

<p>I.1.5 Communicating Ideas</p> <ul style="list-style-type: none"> ● 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. 	<p>1200 CO6: Create and support arguments using historical evidence to communicate conclusions through individual or shared writing.</p>	<p>UNIT 2: Writing- Claim and Focus Part 1; LEQ 2; UNIT 3: Writing - Analysis and Evidence and WHP Concepts Part 1; DBQ 3; UNIT 4: Writing - Organization and Language and Style; LEQ 4; UNIT 5: Writing - Claim and Focus Part 2; DBQ 5; UNIT 6: Writing - Analysis and Evidence and WHP Concepts Part 2; LEQ 6; UNIT 7: Writing - Organization and Language and Style Part 2; DBQ 7; UNIT 8: Writing - Peer Editing; LEQ 8; UNIT 9: Writing - Self-Editing; DBQ 9</p>
<p>I.1.6 Taking Informed Action</p> <ul style="list-style-type: none"> ● 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. 	<p>1200 CO3: Engage in meaningful historical inquiry by analyzing primary and secondary sources from multiple perspectives of gender, race, and socioeconomic status, or other hierarchies to gain a deeper understanding of human history. U9-7: Create and support arguments using historical evidence to communicate conclusions through individual or shared writing.</p>	<p>UNIT 4: Project X - Making a Prediction Part 1 UNIT 6: Project X - Making a Prediction Part 2 UNIT 7: Project X - Topic Selection UNIT 8: Project X - Research UNIT 9: Project X – Final Presentation; UN Sustainable Development Goals</p>

North Carolina Standards WHP Objectives Crosswalk

B - Behavior Sciences

NORTH CAROLINA SOCIAL STUDIES STANDARDS FOR WORLD HISTORY	WORLD HISTORY PROJECT COURSE OBJECTIVES (CO) AND LEARNING OBJECTIVES (1200 COURSE=U## LEARNING OBJECTIVES IN SUBUNITS) THAT SUPPORT NORTH CAROLINA SKILLS AND STANDARDS	RELEVANT WHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT NORTH CAROLINA SKILLS AND STANDARDS
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.	1200 CO1: Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell the story. U2-1: Analyze the different ways humans formed communities in Afro-Eurasia, the Americas, and the Pacific. U2-4: Evaluate the positive and negative impacts of interconnection on different communities around the world. U4-1: Analyze how the roles of sovereignty, individualism, and the fight for equality influenced the political revolutions discussed in this unit.	UNIT 1: Communities Frame Introduction; UNIT 2: Communities in Afro-Eurasia; State and Religion in Afro-Eurasia; The Emergence of Islam; Mansa Musa and Islam in Africa; Rumi (Graphic Biography); Macuilxochitl (Graphic Biography); Archipelago of Trade; Silk and the Song Dynasty; World Religions Prior to 1450; Cultural Consequences of Connectivity; Renaissance; UNIT 3: Religious Syncretism in Colonial Mexico City; Venice and the Ottoman Empire; Sor Juana Ines de la Cruz (Graphic Biography); UNIT 4: The Enlightenment; Enlightenment Quotes; Diderot's 1750 Encyclopedia; Sovereignty; Edmund Burke (Graphic Biography) Rifa'a al-Tahtawi (Graphic Biography); Unit 4 LEQ UNIT 7: The Middle East and World War I; World War I Poster Analysis; The Holocaust
WH.B.1.2 Explain the impact of scientific and technological innovations on societal change around the world, both now and in the past.	1200 CO1: Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell the story. 1200 CO5: Use historical thinking skills and reasoning practices such as scale, comparison, causation, continuity and change over time, sourcing, claim testing, and contextualization to understand and evaluate the historical narrative. U2-2: Investigate regional networks of exchange that connected societies and how communities were impacted by these connections. U5-1: Understand and evaluate the economic and technological changes that led to the Industrial Revolution and analyze how the Industrial Revolution created significant changes in human communities, networks, production and distribution, as well as its impact on the environment.	UNIT 2: Written in the Stars: Secrets of the Mongol Empire; Archipelago of Trade; Indian Ocean Routes; Cultural Consequences of Connectivity; UNIT 4: Rifa'a al-Tahtawi (Graphic Biography); UNIT 5: Urbanization Game; Origins of the Industrial Revolution; The Scientific Revolution; The Industrial Revolution; Images of the Industrial Revolution; Railroads and the Industrial Revolution; When Countries Industrialized; The Global Transformations of the Industrial Revolution; UNIT 9: The Anthropocene; Population and Environmental Trends; Green Revolution; Environmentalism; LaDonna Brave Bull Allard (Graphic Biography).
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.	1200 CO1: Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell the story. 1200 CO4: Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution. U2-4: Evaluate the positive and negative impacts of interconnection on different communities around the world. U4-3: Evaluate how nationalism affected different societies and ethnic groups around the world. U9-3: Investigate how different groups responded to globalization.	UNIT 2: Communities in Afro-Eurasia; State and Religion in Afro-Eurasia; Emergence of Islam; World Religions Prior to 1450; Cultural Consequences of Connectivity; UNIT 3: Religious Syncretism in Colonial Mexico City; UNIT 4: Origins and Impacts of Nationalism; Nationalism; Ethnic Nationalism; UNIT 6: Gentleman of the Jungle UNIT 9: Transnationalism and the Revival of Nationalism; Conflict in Israel and Palestine
WH.B.2.2 Explain how competing religious, secular, racial, ethnic, and tribal group identities have impacted societies, now and in the past.	1200 CO1: Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell the story. 1200 CO4: Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution. U2-4: Evaluate the positive and negative impacts of interconnection on different communities around the world. U4-3: Evaluate how nationalism affected different societies and ethnic groups around the world. U9-3: Investigate how different groups responded to globalization.	UNIT 2: Communities in Afro-Eurasia; State and Religion in Afro-Eurasia; Wait for It...The Mongols!; Primary Sources: Mongol Collection; Rashid al-Din (Graphic Biography); World Religions Prior to 1450; Cultural Consequences of Connectivity; UNIT 3: Religious Syncretism in Colonial Mexico City; Empire Building; A Sublime Empire: Ottoman Rule on Land and Sea; Mughal Empire; China Under Ming and Qing Rule; From Muscovy to the Russian Empire; The Omani Empire; Oceanic Empires, 1450 to 1750; Comanche Empire; Contextualization - Mongol and Comanche Empires; European Colonies in the Americas; UNIT 4: Origins and Impacts of Nationalism; Nationalism; Ethnic Nationalism; UNIT 6: Overview: Empire and Other Consequences of Industrialization 1850-1950; Imperialism: Crash Course World History; Gentleman of the Jungle; Tools of Imperialism; Imperialism Cartoons; Sourcing – Differing Perspectives on Imperialism; Causation – Indian Uprising; Claim Testing – Imperialism; Dual Consciousness; UNIT 7: Armenian Genocide; UNIT 8: End of Old Regimes; Decolonization and Nationalism Triumphant; Comparison – Decolonizing Women; UNIT 9: Transnationalism and the Revival of Nationalism; Conflict in Israel and Palestine; Movements to End Racial Injustice: From Civil Rights to Black Lives Matter

<p>WH.B.2.3 Explain the impact of global interaction on the development of national, tribal, and ethnic identities, now and in the past.</p>	<p>1200 CO4: Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution. 1200 CO5: Use historical thinking skills and reasoning practices such as scale, comparison, causation, continuity and change over time, sourcing, claim testing, and contextualization to understand and evaluate the historical narrative. U2-4: Evaluate the positive and negative impacts of interconnection on different communities around the world. U4-3: Evaluate how nationalism affected different societies and ethnic groups around the world. U9-3: Investigate how different groups responded to globalization.</p>	<p>UNIT 2: Communities in Afro-Eurasia; State and Religion in Afro-Eurasia; Emergence of Islam; World Religions Prior to 1450; Cultural Consequences of Connectivity; UNIT 3: Religious Syncretism in Colonial Mexico City; UNIT 4: Origins and Impacts of Nationalism; Nationalism; Ethnic Nationalism; UNIT 6: Gentleman of the Jungle UNIT 9: Transnationalism and the Revival of Nationalism; Conflict in Israel and Palestine</p>
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North Carolina Standards WHP Objectives Crosswalk

C&G - Civics and Government

NORTH CAROLINA SOCIAL STUDIES STANDARDS FOR WORLD HISTORY	WORLD HISTORY PROJECT COURSE OBJECTIVES (CO) AND LEARNING OBJECTIVES (1200 COURSE=U## LEARNING OBJECTIVES IN SUBUNITS) THAT SUPPORT NORTH CAROLINA SKILLS AND STANDARDS	RELEVANT WHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT NORTH CAROLINA SKILLS AND STANDARDS
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.	1200 CO5: Use historical thinking skills and reasoning practices such as scale, comparison, causation, continuity and change over time, sourcing, claim testing, and contextualization to understand and evaluate the historical narrative. U3-4: Use historical thinking skills and reasoning practices such as claim testing, causation, comparison, and continuity and change over time to evaluate historical events and processes. U6-1: Describe how industrialization led to imperialism and the expansion of empires.	UNIT 2: Communities in Afro-Eurasia; Written in the Stars: Secrets of the Mongol Empire; Sorqoqtani Beki (Graphic Biography); Wait for It...The Mongols!; Rashid al-Din (Graphic Biography); Aztec Empire; Inca Empire; UNIT 3; Sourcing – Spanish Conquest of the Aztec Empire; Empire Building; A Sublime Empire: Ottoman Rule on Land and Sea; Mawlāy 'Abd al-Mālik (Graphic Biography); The Omani Empire; Mughal Empire; China Under Ming and Qing Rule; From Muscovy to the Russian Empire; Oceanic Empires, 1450 to 1750; Comanche Empire; Contextualization – Mongol and Comanche Empires; European Colonies in the Americas; UNIT 4: The Atlantic Revolutions; Causation – Recipe for a Revolution; Tea, Taxes, and the American Revolution; The French Revolution: Crash Course World History; Latin American Revolutions: Crash Course World History; The World Revolution of 1848; UNIT 5: Meiji Restoration; UNIT 6: Industrial Imperialism, the 'New' Imperialism; Imperialism: Crash Course World History; Gentleman of the Jungle; Tools of Imperialism; Claim Testing – Imperialism; UNIT 7: The Mexican Revolution; The Power of One: The Russian Revolution; What is Fascism?; Communism in the Soviet Union; DBQ 7
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.	1200 CO1: Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story. 1200 CO5: Use historical thinking skills and reasoning practices such as scale, comparison, causation, continuity and change over time, sourcing, claim testing, and contextualization to understand and evaluate the historical narrative. U6-3: Examine the ways in which colonialism directly impacted societies, and how colonialism continues to do so today. U7-4: Understand the rise of fascism in various regions of the world, including its causes and consequences.	UNIT 3: The Transatlantic Slave Trade; Race and Coerced Labor Part I: People as Property in the Americas; Race and Coerced Labor Part II: Motivations and Justifications; UNIT 6: Imperialism: Crash Course World History; Tools of Imperialism; Colonial Violence; Claim Testing – Imperialism; UNIT 7: Armenian Genocide; What is Fascism?; Fascist Histories, Part I; The Holocaust; DBQ 7
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.	1200 CO1: Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story. 1200 CO3: Engage in meaningful historical inquiry by analyzing primary and secondary sources from multiple perspectives of gender, race, and socioeconomic status, or other hierarchies to gain a deeper understanding of human history. U4-1: Analyze how the roles of sovereignty, individualism, and the fight for equality influenced the political revolutions discussed in this unit. U6-3: Examine the ways in which colonialism directly impacted societies, and how colonialism continues to do so today. U9-4: Analyze how human rights have been impacted in a modern world.	UNIT 4: Ingredients for Revolution; Revolutionary Women; The Atlantic Revolutions; Haitian Revolution; West Africa in an Age of Revolution; Causation – Recipe for a Revolution; Tea, Taxes, and the American Revolution; The French Revolution: Crash Course World History; Latin American Revolutions: Crash Course World History; The World Revolution of 1848; UNIT 5: Comparison – Women's Suffrage; A World Tour of Women's Suffrage; Claim Testing – Social Class and Gender; UNIT 6: Colonial Violence; Yaa Asantewaa, Queen Mother of Ejisu (Graphic Biography); Experiencing Colonialism: Through a Ghanaian Lens; Causation – Indian Uprising; 1857 Indian Uprising; Azizun of Lucknow (Graphic Biography); Responses to Industrial Imperialism; Asian Responses to Imperialism; Unit 6 LEQ; UNIT 7: The Mexican Revolution; The Power of One: The Russian Revolution; UNIT 8: Comparison – Decolonizing Women; Decolonizing Women; Kwame Nkrumah (Graphic Biography); Resisting Colonialism: Through a Ghanaian Lens; Chinese Communist Revolution; Civil Rights and Global Liberation; Apartheid; UNIT 9: Universal Rights; Comparison – Rights Documents; Nonviolence and Peace Movements; Movements to End Racial Injustice: From Civil Rights to Black Lives Matter

<p>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.</p>	<p>1200 CO3: Engage in meaningful historical inquiry by analyzing primary and secondary sources from multiple perspectives of gender, race, and socioeconomic status, or other hierarchies to gain a deeper understanding of human history. 1200 CO5: Use historical thinking skills and reasoning practices such as scale, comparison, causation, continuity and change over time, sourcing, claim testing, and contextualization to understand and evaluate the historical narrative. U4-1: Analyze how the roles of sovereignty, individualism, and the fight for equality influenced the political revolutions discussed in this unit. U6-4: Analyze the different ways communities responded to colonialism. U9-2: Evaluate how globalization has impacted inequality around the world.</p>	<p>UNIT 4: Ingredients for Revolution; The Atlantic Revolutions; Haitian Revolution; West Africa in an Age of Revolution; Manuela Sáenz, Jonotas, and Natan (Graphic Biography); Tea, Taxes, and the American Revolution Crash Course World History; The French Revolution: Crash Course World History; UNIT 6: Yaa Asantewaa, Queen Mother of Ejisu (Graphic Biography); Experiencing Colonialism: Through a Ghanaian Lens; Causation – Indian Uprising; Azizun of Lucknow (Graphic Biography); Responses to Industrial Imperialism; UNIT 8: Decolonization and the Cold War Through a Caribbean Lens; Connecting Decolonization and the Cold War; Decolonization and Nationalism Triumphant; Comparison – Decolonizing Women; Resisting Colonialism: Through a Ghanaian Lens; Civil Rights and Global Liberation; Apartheid; UNIT 9: Nonviolence and Peace Movements: Crash Course World History; Movements to End Racial Injustice: From Civil Rights to Black Lives Matter</p>
<p>WH.C&G.2 Evaluate international diplomacy and the policies of a nation in terms of influence on global conflict and resolutions.</p>		
<p>WH.C&G.2.1 Explain how policies and treaties have led to international conflict, now and in the past.</p>	<p>1200 CO5: Use historical thinking skills and reasoning practices such as scale, comparison, causation, continuity and change over time, sourcing, claim testing, and contextualization to understand and evaluate the historical narrative. U7-1: Analyze the causes, scale, and consequences of global conflict in this unit. U7-7: Use historical thinking skills and reasoning practices such as claim testing, causation, historical comparison, and continuity and change over time to analyze historical events and processes.</p>	<p>UNIT 7: What Caused the First World War?; Britain and World War I; Our Interconnected World – WWI; World War I Peace Talks; Global Great Depression; Internationalism Between the Wars; Causation – World War II; UNIT 8: Decolonization and the Cold War Through an Asian Lens</p>
<p>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.</p>	<p>1200 CO1: Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story. 1200 CO2: Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives. U7-1: Analyze the causes, scale, and consequences of global conflict in this unit. U9-3: Investigate how different groups have responded to globalization.</p>	<p>UNIT 7: World War I Peace Talks; Internationalism Between the Wars; UNIT 9: Globalization I - The Upside; The Trouble With Globalization; Universal Rights; Comparison: Rights Documents; Why Does Genocide Still Happen?; Nonviolence and Peace Movements; International Institutions; WTO Resistance; UN Sustainable Development Goals; Conflict Over Natural Resources</p>

North Carolina Standards WHP Objectives Crosswalk

E - Economics

NORTH CAROLINA SOCIAL STUDIES STANDARDS FOR WORLD HISTORY	WORLD HISTORY PROJECT COURSE OBJECTIVES (CO) AND LEARNING OBJECTIVES (1200 COURSE=U#-# LEARNING OBJECTIVES IN SUBUNITS) THAT SUPPORT NORTH CAROLINA SKILLS AND STANDARDS	RELEVANT WHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT NORTH CAROLINA SKILLS AND STANDARDS
ECONOMICS		
WH.E.1 Understand the economic relationships between groups and nations in terms of power and interdependence.		
<p>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.</p>	<p>1200 CO1: Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story. U2-2: Investigate regional networks of exchange that connected societies and how communities were impacted by these connections. U3-2: Evaluate and analyze the historical narrative of the formation of a new global age. U5-4: Assess the new labor and economic systems that emerged during the long nineteenth century.</p>	<p>UNIT 2: Wait for It...The Mongols! Crash Course World History; Aztec Empire; Inca Empire; Archipelago of Trade; New World Networks: 1200-1490s; Trans-Saharan Routes; Silk and the Song Dynasty; Indian Ocean Routes; Cultural Consequences of Connectivity; UNIT 3: The Columbian Exchange; Crops That Grew the World; The Disastrous Effects of Increased Global Interactions; The Columbian Exchange: Crash Course; Empire Building; Oceanic Empires, 1450 to 1750; Comanche Empire; Comparison – Economic Systems; Overview of New Economic Systems; European Colonies in the Americas; The Spanish Empire, Silver, and Runaway Inflation: Crash Course; Capitalism and the Dutch East India Company: Crash Course; The Transatlantic Slave Trade; UNIT 5: Macartney’s Expedition and the Global Economy; The Global Transformations of the Industrial Revolution; Japan’s Industrial Revolution; Egypt’s Industrial Revolution; Economic Systems Simulation; Capitalism and Socialism; UNIT 8: Devastation of Old Markets; UNIT 9: Introduction to Globalization; Globalization I – The Upside; The Trouble with Globalization</p>
<p>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.</p>	<p>1200 CO1: Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story. U2-2: Investigate regional networks of exchange that connected societies and how communities were impacted by these connections. U3-2: Evaluate and analyze the historical narrative of the formation of a new global age. U5-4: Assess the new labor and economic systems that emerged during the long nineteenth century. U9-1: Assess how globalization both positively and negatively affects human communities, networks, and production and distribution.</p>	<p>UNIT 2: Wait for It...The Mongols! Crash Course World History; Aztec Empire; Inca Empire; Archipelago of Trade; New World Networks: 1200-1490s; Trans-Saharan Routes; Silk and the Song Dynasty; Indian Ocean Routes; Cultural Consequences of Connectivity; UNIT 3: The Columbian Exchange; Crops That Grew the World; The Disastrous Effects of Increased Global Interactions; The Columbian Exchange: Crash Course; Empire Building; Oceanic Empires, 1450 to 1750; Comanche Empire; Comparison – Economic Systems; Overview of New Economic Systems; European Colonies in the Americas; The Spanish Empire, Silver, and Runaway Inflation: Crash Course; Capitalism and the Dutch East India Company: Crash Course; The Transatlantic Slave Trade; UNIT 5: Macartney’s Expedition and the Global Economy; The Global Transformations of the Industrial Revolution; Japan’s Industrial Revolution; Egypt’s Industrial Revolution; Economic Systems Simulation; Capitalism and Socialism; UNIT 8: Devastation of Old Markets; The Cold War: An Overview; The Cold War Around the World; Decolonization and Cold War Through a Caribbean Lens; Decolonization and the Cold War Through an Asian Lens; UNIT 9: Introduction to Globalization; Globalization I – The Upside; The Trouble with Globalization; Dollar Street Project; Rise of China; Global China into the 21st Century; Goods Across the World; Follow the Product</p>
<p>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.</p>	<p>1200 CO1: Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story. U5-4: Assess the new labor and economic systems that emerged during the long nineteenth century. U8-2: Analyze how political and economic power shifts occurred as a result of World War II and how these shifts led to the Cold War. U9-1: Assess how globalization both positively and negatively affects human communities, networks, and production and distribution.</p>	<p>UNIT 3: Comparison – Economic Systems; Overview of New Economic Systems; European Colonies in the Americas; The Spanish Empire, Silver, and Runaway Inflation: Crash Course; Capitalism and the Dutch East India Company: Crash Course; The Transatlantic Slave Trade; UNIT 5: Macartney’s Expedition and the Global Economy; The Global Transformations of the Industrial Revolution; Meiji Restoration; Economic Systems Simulation; Capitalism and Socialism; UNIT 6: Contextualization – Opium Wars; Struggle and Transformation in China; Opium Wars; UNIT 7: The Global Story of the 1930s; Communism in the Soviet Union; UNIT 8: Devastation of Old Markets; The Cold War: An Overview; The Cold War Around the World; UNIT 9: Introduction to Globalization; Globalization I – The Upside; The Trouble with Globalization; Dollar Street Project; Rise of China; Global China into the 21st Century</p>
<p>WH.E.1.4 Explain how economic policies have challenged international interdependence and national and tribal sovereignty in various regions around the world.</p>	<p>1200 CO1: Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story. U5-4: Assess the new labor and economic systems that emerged during the long nineteenth century. U8-2: Analyze how political and economic power shifts occurred as a result of World War II and how these shifts led to the Cold War. U9-1: Assess how globalization both positively and negatively affects human communities, networks, and production and</p>	<p>UNIT 5: Macartney’s Expedition and the Global Economy; The Global Transformations of the Industrial Revolution; Meiji Restoration; Economic Systems Simulation; Capitalism and Socialism; UNIT 6: Contextualization – Opium Wars; Struggle and Transformation in China; Opium Wars; UNIT 7: The Global Story of the 1930s; Communism in the Soviet Union; UNIT 8: Devastation of Old Markets; The Cold War: An Overview; The Cold War Around the World; UNIT 9: Introduction to Globalization; Globalization I – The Upside; The Trouble with Globalization; Dollar Street Project; International Institutions; Rise of China; Global China into the 21st Century; WTO Resistance</p>

North Carolina Standards WHP Objectives Crosswalk

G - Geography

NORTH CAROLINA SOCIAL STUDIES STANDARDS FOR WORLD HISTORY	WORLD HISTORY PROJECT COURSE OBJECTIVES (CO) AND LEARNING OBJECTIVES (1200 COURSE=U#-# LEARNING OBJECTIVES IN SUBUNITS) THAT SUPPORT NORTH CAROLINA SKILLS AND STANDARDS	RELEVANT WHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT NORTH CAROLINA SKILLS AND STANDARDS
GEOGRAPHY		
WH.G.1 Understand how movement has influenced societies 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.	1200 CO3: Engage in meaningful historical inquiry by analyzing primary and secondary sources from multiple perspectives of gender, race, and socioeconomic status, or other hierarchies to gain a deeper understanding of human history. 1200 CO5: Use historical thinking skills and reasoning practices such as scale, comparison, causation, continuity and change over time, sourcing, claim testing, and contextualization to understand and evaluate the historical narrative. U3-2: Evaluate and analyze the historical narrative of the formation of a new global age. U5-5: Evaluate why people’s perceptions of slavery, gender, and childhood changed during this unit. U9-1: Assess how globalization both positively and negatively affects human communities, networks, and production and distribution.	UNIT 3: The Disastrous Effects of Increased Global Interactions; The Columbian Exchange: Crash Course; Causation – Migration; Transatlantic Migration Patterns; Sourcing – Spanish Conquest of the Aztec Empire; The Transatlantic Slave Trade; Race and Coerced Labor Part I: People as Property in the Americas; Race and Coerced Labor Part II: Motivations and Justifications; Primary Sources: First Person Accounts of the Transatlantic Slave Trade; Impact of the Slave Trade: Through a Ghanaian Lens; UNIT 5: Post-Abolition Societies; Harriet Forten Purvis (Graphic Biography); Why Was Slavery Abolished? Three Theories; Sourcing – Why Was Slavery Abolished?; UNIT 9: A Century of Refugees; Indigenous Americans and Globalization; Ugandan Migrants (Graphic Biography)
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.	1200 CO1: Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story.	UNIT 2: Cultural Consequences of Connectivity; Renaissance; UNIT 3: Religious Syncretism in Colonial Mexico City; UNIT 5: Imperialism and De-Industrialization in India; Industrialization and Migration; UNIT 9: Our Networks Today
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.	1200 CO1: Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story.	UNIT 2-9: Geography Mapping Activities UNIT 2: Communities in Afro-Eurasia; Oceania and the Pacific; UNIT 3: The Disastrous Effects of Increased Global Interactions; Transatlantic Migration Patterns; UNIT 7: The Fallen of World War II; UNIT 9: Conflict Over Natural Resources
WH.G.2.2 Differentiate technological innovation and human-environment interaction in terms of intentional and unintentional consequences, now and in the past.	1200 CO1: Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story. 1200 CO5: Use historical thinking skills and reasoning practices such as scale, comparison, causation, continuity and change over time, sourcing, claim testing, and contextualization to understand and evaluate the historical narrative. U9-5: Analyze how globalization has impacted the environment.	UNIT 9: The Anthropocene; Population and Environmental Trends, 1880 to the Present; Green Revolution; Environmentalism; Causation – Environmental Change

North Carolina Standards WHP Objectives Crosswalk

H - History

NORTH CAROLINA SOCIAL STUDIES STANDARDS FOR WORLD HISTORY	WORLD HISTORY PROJECT COURSE OBJECTIVES (CO) AND LEARNING OBJECTIVES (1200 COURSE=U#-# LEARNING OBJECTIVES IN SUBUNITS) THAT SUPPORT NORTH CAROLINA SKILLS AND STANDARDS	RELEVANT WHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT NORTH CAROLINA SKILLS AND STANDARDS
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.	1200 CO5: Use historical thinking skills and reasoning practices such as scale, comparison, causation, continuity and change over time, sourcing, claim testing, and contextualization to understand and evaluate the historical narrative. U3-4: Use historical thinking skills and reasoning practices such as claim testing, causation, comparison, and continuity and change over time to evaluate historical events and processes. U4-4: Use historical thinking skills and reasoning practices such as causation to evaluate historical events and	UNIT 2: Cultural Consequences of Connectivity; Causation - The Black Death; UNIT 3: The Disastrous Effects of Increased Global Interactions; Causation - Migration; UNIT 4: Ingredients for Revolution; Causation - Recipe for a Revolution; UNIT 6: Causation - Indian Uprising; UNIT 7: What Caused the First World War?; Causation - World War II; UNIT 9: Causation - Environmental Change
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.	1200 CO1: Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story. 1200 CO3: Engage in meaningful historical inquiry by analyzing primary and secondary sources from multiple perspectives of gender, race, and socioeconomic status, or other hierarchies to gain a deeper understanding of human history.	UNIT 2: Sorqoqtani Beki (Graphic Biography); Rashid al-Din (Graphic Biography); Rumi (Graphic Biography); Kupe (Graphic Biography); UNIT 3: Mawlāy 'Abd al-Mālik (Graphic Biography); Kanzada Begum (Graphic Biography); Qing Shih (Graphic Biography); Yasuke (Graphic Biography); Amonute (Graphic Biography); Sor Juana Inés de la Cruz (Graphic Biography); Domingos Álvares (Graphic Biography); UNIT 4: Edmund Burke (Graphic Biography); Manuela Sáenz, Jonotas, and Natan (Graphic Biography); Rifa'a al-Tahtawi (Graphic Biography) UNIT 5: Macartney's Expedition and the Global Economy; Iwasaki Yatarō (Graphic Biography); Otilie Baader (Graphic Biography); Harriet Forten Purvis (Graphic Biography); UNIT 6: Yaa Asantewaa, Queen Mother of Ejisu (Graphic Biography); Azizun of Lucknow (Graphic Biography); Dadabhai Naoroji (Graphic Biography); UNIT 7: Helen Fairchild (Graphic Biography); World War I Letters; A Lost Generation; Dr. Rosa Luxemburg (Graphic Biography); Plaek Phibunsongkhram (Graphic Biography); Manuel Quezon (Graphic Biography); UNIT 8: Kwame Nkrumah (Graphic Biography); UNIT 9: Hua Guofeng (Graphic Biography); A Century of Refugees; Indigenous Americans and Globalization; Islam Alhashel (Graphic Biography); Ugandan Migrants (Graphic Biography); LaDonna Brave Bull Allard (Graphic Biography)
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.	1200 CO1: Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story. 1200 CO3: Engage in meaningful historical inquiry by analyzing primary and secondary sources from multiple perspectives of gender, race, and socioeconomic status, or other hierarchies to gain a deeper understanding of human history. U4-3: Evaluate how nationalism affected different societies and ethnic groups around the world. U6-2: Understand and evaluate how communities responded to increased industrialization and the expansion of empires. U9-4: Analyze how human rights have been impacted in a modern world.	UNIT 4: Origins and Impacts of Nationalism; Nationalism; Responsibility and Compassion; Ethnic Nationalism; UNIT 5: Comparison – Women's Suffrage; A World Tour of Women's Suffrage; Changing Gender Roles; UNIT 6: Industrial Imperialism, the 'New' Imperialism; Imperialism: Crash Course World History; Gentleman of the Jungle; Tools of Imperialism; Sourcing – Differing Perspectives on Imperialism; Colonial Violence; Dual Consciousness; UNIT 7: Armenian Genocide; The Holocaust; UNIT 9: Universal Rights; Comparison – Rights Documents; Why Does Genocide Still Happen?; Nonviolence and Peace Movements: Crash Course World History; A Century of Refugees; Movements to End Racial Injustice: From Civil Rights to Black Lives Matter
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.	1200 CO1: Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story. 1200 CO3: Engage in meaningful historical inquiry by analyzing primary and secondary sources from multiple perspectives of gender, race, and socioeconomic status, or other hierarchies to gain a deeper understanding of human history. U3-2: Evaluate and analyze the historical narrative of the formation of a new global age. U6-3: Examine the ways in which colonialism directly impacted societies, and how colonialism continues to do so today. U9-4: Analyze how human rights have been impacted in a modern world.	UNIT 3: The Disastrous Effects of Increased Global Interactions; Sourcing – Spanish Conquest of the Aztec Empire; European Colonies in the Americas; The Transatlantic Slave Trade; Race and Coerced Labor Part I: People as Property in the Americas; Race and Coerced Labor Part II: Motivations and Justifications; Impact of the Slave Trade: Through a Ghanaian Lens; UNIT 6: Industrial Imperialism, the 'New' Imperialism; Imperialism: Crash Course World History; Gentleman of the Jungle; Sourcing – Differing Perspectives on Imperialism; Colonial Violence; Experiencing Colonialism: Through a Ghanaian Lens; Responses to Industrial Imperialism; UNIT 8: Resisting Colonialism: Through a Ghanaian Lens; Apartheid; UNIT 9: Indigenous Americans and Globalization; Movements to End Racial Injustice: From Civil Rights to Black Lives Matter