North Carolina Social Studies

World History (2021)

Inquiry 9 - 12 I

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. Apply the inquiry models to analyze and evaluate social studies topics and issues in order to communicate conclusions and take informed actions. I.1

Inquiry 9 - 12 I

1. Compelling Questions: Identify issues and problems in social studies. • Formulate questions based upon disciplinary concepts. I.1.1
2. Supporting Questions: Identify related issues and problems related to the compelling question. • Formulate supporting questions. I.1.2
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. I.1.3
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. I.1.4
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. I.1.5
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. I.1.6

Behavioral Sci...

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

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a 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. WH.B.1.1

b Explain the impact of scientific and technological innovations on societal change around the world, both now and in the past. WH.B.1.2

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

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

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

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

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

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

b 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.1.2

c 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.1.3

d 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. WH.C&G.1.4

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

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

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

Economics WH.E

1 **Understand the economic relationships between groups and nations in terms of power and interdependence.** WH.E.1

a 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.1.1

Skip to main content

b 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.1.2

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

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

Geography WH.G

1 Understand how movement has influenced societies now and in the past. WH.G.1

a 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.1.1

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

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

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

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

History WH.H

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

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

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. WH.H.1.2

c 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.1.3

d 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. WH.H.1.4