



SOCIAL STUDIES

HIGH SCHOOL WORLD HISTORY

ACADEMIC STANDARDS

CATALINA FOOTHILLS SCHOOL DISTRICT

Approved by the Governing Board

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HIGH SCHOOL WORLD HISTORY

HISTORY AND SOCIAL SCIENCE STANDARDS

Through the process of inquiry, high school students will explore a variety of peoples, events, and movements in world history with a focus on the impact of social, geographic, political, and economic influences on historical events. The course begins with content from the 12th century and moves into current issues and events. Topical emphases have been identified to allow for depth of study needed to effectively engage with the inquiry process. Connections to geographic topics and concepts are integrated throughout the course.

DISCIPLINARY SKILLS AND PROCESSES – ANCHOR STANDARD SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.

HS.SP1.1 Evaluate how events and developments were shaped by unique circumstances of time and place as well as broader contexts (*i.e.*, *World War I, inter-war period, World War II and the Cold War*).

HS.SP1.2 Analyze change and continuity in historical eras (*e.g.*, *Exploration, Revolutions in Thought [Enlightenment, Sacred writings, Scientific Revolution] Industrial Revolution, Political Revolutions, Imperialism, WWI, WWII, Cold War*).

- Use evidence to explain what has changed and what has stayed the same.
- Use evidence to describe contributing factors of continuity and change in historical eras.
- Use evidence to describe the impact of continuity and change over time.

HS.SP1.3 Evaluate the significance of past events as they relate to their own lives and the world (*e.g.*, *global terrorism, globalization, human rights, regional conflicts, population, environmental issues, technology and information age*).

HS.SP1.4 Use compelling questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context (*e.g.*, *Trans-African and Trans-Atlantic slave system*).

- Generate questions to determine the significance of the actions of individuals and groups.
- Explain how the historical context shapes individual and group reactions over time.

DISCIPLINARY SKILLS AND PROCESSES – ANCHOR STANDARD SP 2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions since there are multiple points of view about events and issues.

HS.SP2.1 Analyze how contexts shaped and continue to shape people's perspectives.

- Use evidence from primary and secondary sources to explain how contexts shaped people's perspectives in the past.
- Use evidence from primary and secondary sources to explain how contexts continue to shape people's perspectives in the present.
- Describe how influences outside of the individual shape personal perspectives.

HS.SP2.2 Analyze the ways in which perspective shapes recorded history (*e.g.*, political revolutions, economic [capitalism, socialism, and communism], social, religious [*i.e.*, *Buddhism, Hinduism, Christianity, Judaism, Islam*],

intellectual [Enlightenment, Scientific Revolution, Chinese Cultural Revolution], artistic [e.g., *Renaissance, Eastern Empires*]).

- Use evidence from primary and secondary sources to explain how perspective shapes recorded history.

HS.SP2.3 Demonstrate historical empathy when examining individuals or groups in the past whose perspectives might be very different from those held today (*i.e., French/Russian/Latin American Revolutions, rise of fascism, the spread of communism, the Holocaust and other genocides*).

- Describe how people from the past might have thought, felt, made decisions, acted, and faced consequences within their specific historical and social context.
- Analyze how another's prior lived experience, principles, positions, attitudes, and beliefs might have influenced their response to the situation(s) they faced.
- Make connections between one's own thoughts, feelings, experiences, and actions and the lived experiences, situations, and/or actions of historical individuals and/or groups.

DISCIPLINARY SKILLS AND PROCESSES – ANCHOR STANDARD SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.

HS.SP3.1 Develop and frame questions about issues and events in the discipline and determine the types of sources that will be helpful in answering these questions (*i.e., contemporary global issues: global terrorism, globalization, human rights, regional conflicts, population, environmental issues, technology in the information age*).

HS.SP3.2 Gather relevant information from multiple sources representing a wide range of views while using origin, authority, structure, context, and corroborative value of the source to guide the selection.

HS.SP3.3 Analyze the relationship between primary sources and the secondary interpretations made from them including possible limitations in various kinds of evidence and differing secondary interpretations.

- Explain how evidence from primary sources shapes secondary interpretation.
- Describe multiple plausible interpretations of evidence from the primary source.
- Explain examples of bias within secondary interpretations.

HS.SP3.4 Evaluate the credibility of a source by examining how experts value the source.

- Explain the concept of 'expertise' in the context of the time period.
- Describe the role of bias in sources.

HS.SP3.5 Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.

HS.SP3.6 Construct and present arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

- Develop a precise, evidence-based claim.
- Interpret multiple pieces of relevant evidence to support the claim.
- Make connections across pieces of evidence to develop a reasoned argument.
- Develop a counterclaim and use evidence and reasoning to refute it.

HS.SP3.7 Construct and present explanations using sound reasoning, correct sequence (linear and non-linear) examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation.

HS.SP3.8 Present arguments and explanations that feature ideas and perspectives on issues and topics to reach a range of audiences and venues using print, oral, and digital technologies.

DISCIPLINARY SKILLS AND PROCESSES – ANCHOR STANDARD SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

HS.SP4.1 Analyze multiple and complex causes and effects of events in the past and present (*e.g., European exploration, slave trade systems*).

- Use evidence to describe the impact of multiple cause(s) and effect(s) of events in the past and present.
- Use evidence to describe the impact of complex cause(s) and effect(s) of events in the past and present.
- Use evidence to describe relationships between and among causes and effects.

HS.SP4.2 Distinguish between long-term causes and triggering events in developing an argument (*e.g., World War I/II, Cold War, and conflicts such as Vietnam and Korea*).

HS.SP4.3 Integrate evidence from multiple relevant sources and interpretations into a reasoned argument.

- Develop an evidence-based claim.
- Interpret multiple pieces of relevant evidence to support the claim.
- Make connections across pieces of evidence to develop a reasoned argument.
- Develop a counterclaim and use evidence and reasoning to refute it.

HS.SP4.4 Compare the central arguments in secondary works on related topics in multiple media. Critique the central arguments in secondary works on related topics in multiple media in terms of their accuracy and relevance.

- Compare the central arguments in secondary works on related topics.
- Critique the central arguments in secondary works on related topics.
- Evaluate the accuracy and relevance of the secondary works on related topics.

ECONOMICS – ANCHOR STANDARD E1: A financially literate individual understands how to manage income, spending, and investment.

HS.E1.1 Evaluate how and why people make choices to improve their economic well-being (*e.g., during the Industrial Revolution, Economic Revolution, Weimar Republic, Post-WWII Europe*).

- Explain how external and/or internal factors affect choices people make to improve their economic well-being.

ECONOMICS – ANCHOR STANDARD E2: By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.

HS.E2.1 Explain how scarcity results in economic decisions and evaluate their impact on individuals, institutions, and societies. (*e.g., World Economic Depressions*).

- Explain the role of scarcity in economic decision-making.
- Assess the impact of economic decisions on individuals, institutions, and societies.

HS.E2.2 Analyze how incentives influence economic choices for individuals, institutions, and societies.

ECONOMICS – ANCHOR STANDARD E5: The interconnected global economy impacts all individuals and groups in significant and varied ways.

HS.E5.1 Evaluate the advantages and disadvantages of global trade (*i.e., during Exploration, Industrial Revolution, Imperialism*).

HS.E5.2 Evaluate how interdependence impacts individuals, institutions, and societies.

HS.E5.3 Explain why nations chose to trade and how it is regulated.

HS.E5.4 Explain how national economies influence trade (*i.e., mercantilism, socialism, capitalism, communism*).

GEOGRAPHY – ANCHOR STANDARD G1: The use of geographic representations and tools help individuals understand their world.

HS.G1.1 Use geographic data to explain and analyze relationships between locations of place (a single space) and regions (shared physical/human characteristics) (*e.g., key tools and representations such as maps, remotely sensed and other images, tables, and graphs*).

- Explain the connection(s) between geography and management's historical eras (*e.g., international trade, Imperialism, Industrial Revolution*).

HS.G1.2 Use geospatial tools and related technologies to construct relevant geographic data to explain spatial patterns and relationships (*e.g., key tools and representations such as Google Earth, story mapping, wayfaring apps, and other geospatial technologies*).

GEOGRAPHY – ANCHOR STANDARD G2: Human-environment interactions are essential aspects of human life in all societies.

HS.G2.1 Analyze interactions within and between human and physical systems.

- Analyze the impact of physical systems (*e.g., landforms, water, soil, climate*) on human systems in societies (*e.g., during the Agricultural Revolution, International Trade*).
- Explain the interactions between human systems (*e.g., struggles across social classes such as the French Revolution and Communist Revolutions; struggles across cultures; imperialism, colonialism and exploration*).

HS.G2.2 Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions (*i.e., Chinese Cultural Revolution, Stalin's Five-Year Plan*).

HS.G2.3 Evaluate the impact of human settlement on the environment and culture-of specific places and regions (*e.g., mass migration such as Irish Potato Famine, Dutch manipulation of the landscape*).

HS.G2.4 Evaluate the use and sustainability of natural resources (*e.g., contemporary global issues including but not limited to: population, environmental issues*).

GEOGRAPHY – ANCHOR STANDARD G3: Examining human population and movement helps individuals understand past, present, and future conditions on Earth’s surface.

HS.G3.1 Analyze the reciprocal nature of how historical events and the diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.

- Analyze various influences on migration patterns and the distribution of human populations.
- Describe how historical events and the diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human populations.
- Describe how migration patterns and the distribution of human populations have influenced historical events and the diffusion of ideas, technologies, and cultural practices.
- Explain the social, economic, and political impact of industrial innovation and expansion.

HS.G3.2 Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.

HS.G3.3 Evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses at local-to-global scales.

HS.G3.4 Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration settlement (*e.g., Industrial Revolution, Water Scarcity in Sudan, Religious programs, etc.*).

- Describe the impact of human-made and natural catastrophes on global trade and politics.

HS.G3.5 Evaluate the impact of social, political, and economic decisions that have caused conflict or promoted cooperation throughout time (*e.g., Political Revolutions such as French Revolution, Latin American Revolutions, WWI, global terrorism, and globalization*).

GEOGRAPHY – ANCHOR STANDARD G4: Global interconnections and spatial patterns are a necessary part of geographical reasoning.

HS.G4.1 Take an active stance on a geographic issue reflecting its scale (local, regional, state, national, or global) (*e.g., water scarcity in sub-Saharan Africa, environmental issues caused by industry*).

(HS.G4.2 Analyze patterns of global power and influence in respect to trade, demographics, politics, and resource availability and use (*e.g., trans-African, trans-Atlantic slave systems*)).

HS.G4.3 Analyze patterns of interdependence.

- Explain the relationship between trade, demographics, politics and resource availability and use (*e.g., land and oceanic trade systems, global imperialism, decolonization*).

HISTORY – ANCHOR STANDARD H1: The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.

HS.H1.1 Explain the process of state-building, expansion, and dissolution (*e.g., decolonization, democratization, global rise of nation-states*).

HS.H1.2 Explain and compare how social, cultural, and environmental factors influenced state-building, expansion, and dissolution.

HS.H1.3 Evaluate the consequences that resulted from civilizational and cultural interactions (e.g., *Age of Exploration, Imperialism, etc.*).

- Explain intended and unintended outcomes of civilizational and cultural interactions.

HS.H1.4 Analyze the impact of cultural diffusion (e.g., *trans-Atlantic slave system*).

HS.H1.5 Explain how religions and belief systems have affected the origins of societies (e.g., *origins, founders, major tenets, practices, sacred writings*) (e.g., *Islam, Christianity, Judaism, Buddhism, Confucianism, Taoism, Shintoism, Sikhism, etc.*; *non-religious world views and ideologies: origins of the universe, secularism, monotheism, atheism, etc.*).

HS.H1.6 Analyze the relationship among different regional, social, ethnic, and racial groups and explain how these groups' experiences have related to national identities (e.g., *Haitian Revolution, Pan-Africanism*).

HS.H1.7 Analyze how technological innovation and trade has affected economic development and transformed societies (e.g., *navigational technology, Scientific Revolution, Industrial Revolution, military technology, Cold War, etc.*).

HISTORY – ANCHOR STANDARD H2: Cycles of conflict and cooperation have shaped relations among people, places, and environments.

HS.H2.1 Explain multiple causes of conflict (i.e., *in the Opium Wars, World Wars, Cold War, Mexican War for Independence, Haitian revolution, British Raj, Sepoy Rebellion, Cultural Revolution*).

HS.H2.2 Analyze approaches to conflict management and resolution (i.e., *Treaty of Versailles, Congress of Vienna, Sepoy Rebellion*).

HS.H2.3 Evaluate the short- and long- term impacts of conflicts and their resolutions (i.e., *Treaty of Versailles, Treaty of Nanking, Banana Republics, results of World Wars*).

HS.H2.4 Compare causes and effects of isolationism and globalism (e.g., *Sakoku, Closed/open door policy, etc.*).

HISTORY – ANCHOR STANDARD H3: Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.

HS.H3.1 Analyze how societies, leaders, institutions, and organizations respond to societal needs and changes (i.e., *Mao Zedong's Cultural Revolution, Gandhi's Salt March, Fascism in the 1920s, Russian Revolution 1917*).

HS.H3.2 Analyze how ideologies, religion, and belief systems have influenced economic, political, and social institutions over time (i.e., *Great Leap Forward, Five Year Plan, Protestant Reformation, Crusades, Communism, Social Darwinism, Colonization*).

HS.H3.3 Compare the ways in which economic philosophies influenced political, economic, and social developments (i.e., *Capitalism vs. Marxism, Mercantilism, command, traditional, market*).

- Explain how ideologies, religion, and belief systems have led to the development of and shifts in economic systems over time.
- Explain how ideologies, religion, and belief systems have influenced policies and laws over time.
- Explain how ideologies, religion, and belief systems have affected the roles and behaviors of political leaders and citizens over time.
- Explain how ideologies, religion, and belief systems have affected international relations over time.

- Explain how ideologies, religion, and belief systems can lead to genocide, terrorism, and economic imperialism.

HS.H3.4 Evaluate how societies have balanced individual freedoms, responsibilities, and human dignity versus the common good (*i.e.*, *Absolute monarchs, divine right, Mandate of Heaven, Declaration of the Rights of Man and Citizens, Confucianism, Taoism, Humanism*).

HS.H3.5 Explain how different labor systems developed and affected societies over time (*i.e.*, *Encomienda System, Feudal System, Trans-Atlantic Slave Trade, Caste System*).

HISTORY – ANCHOR STANDARD H4: Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.

HS.H4.1 Examine how historically marginalized groups have affected change on political and social institutions (*i.e.*, *slave rebellions in Haiti, serf rebellions in Europe, Untouchables in India, Sunni-Shia partisan divides, Partition of India, Marxist Revolution, Women’s March*).

HS.H4.2 Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions (*i.e.*, *The Enlightenment, Scientific Revolution, Renaissance, Protestant Reformation, Pan Africanism, Chinese Cultural Revolution*).

HS.H4.3 Examine how access to information and technology has been used to influence society (*e.g.*, *Space Race, Great Leap Forward, Propaganda leading up to during WWII, Industrialization, etc.*).

HS.H4.4 Examine how a diverse society can be a force for unity and/or disunity (*i.e.*, *Rwandan Genocide, Armenian Genocide, the Holocaust, Salah al-Din and the Crusades, Arab Spring, 1848 Revolutions*).