



World History and Geography

Introduction

An important aspect of our Republic is that an educated and engaged citizenry is vital for the system to work. In a government where the final authority and sovereignty rests with the people, our local, state, and federal governments will only be as responsive as the citizens demand them to be. Preparing students for contemporary society cannot be accomplished without a strong emphasis on civics, economics, geography, and history – the core disciplines of the social sciences. It is imperative that each generation gains an understanding of the knowledge, skills, and dispositions to participate fully in civic life in a rapidly changing world.

The emphasis on content knowledge, disciplinary skills and processes, and the integration of inquiry elements will prepare students of Mesa Public Schools to engage actively in their community and meet the needs of the 21st century.

Engaging students in the pursuit of active, informed citizenship will require a broad range of understandings and skills including:

Think analytically

- Pose and frame questions
- Gather a variety of evidence
- Recognize continuity and detect change over time
- Utilize chronology to examine cause and effect relationships
- Draw and combine reasonable inferences from a variety of sources to build an understanding of complex questions

Read widely and critically

- Examine, interpret, and contextualize primary sources focusing on author, purpose, and audience of each source
- Identify and compare historical, geographic, economic, and political science interpretations from a wide variety of secondary sources
- Utilize broader understanding to discern subtext in primary and secondary sources

Communicate cogently and in a compelling manner

- Develop and defend evidenced based arguments
- Utilize multiple perspectives for comprehensive explanations
- Practice and cultivate a wide variety of diverse types of writing
- Engage in constructive conversations around history and social science topics

Anchor Standards

The Arizona History and Social Science Standards are organized into five content areas. Within these content areas are major core concepts referred to as Anchor Standards. One core concept within the standards is the Disciplinary Skills and Processes. **These Disciplinary Skills and Process standards provide the vehicle for which content is to be delivered.** They can apply to any historical era, context, or content area and provide the tools students need to think like historians, geographers, political scientists, and economists. These skills and processes are especially critical in a time when students are exposed to massive amounts of information in numerous forms and must develop skills to make sense of the information they obtain. Grade level standards are (then) written to support these Anchor Standards and progress as the student moves through grade levels.

Disciplinary Skills and Processes	Civics	Economics	Geography	History
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.	C1: Civic virtues and democratic principles are key components of the American political system.	E1: A financially literate individual understands how to manage income, spending, and investment.	G1: The use of geographic representations and tools helps individuals understand their world.	H1: The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.
SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.	C2: Citizens have individual rights, roles, and responsibilities.	E2: By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.	G2: Human-environment interactions are essential aspects of human life in all societies.	H2: Cycles of conflict and cooperation have shaped relations among people, places, and environments.
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.	C3: An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.	E3: Individuals and institutions are interdependent within market systems.	G3: Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.	H3: Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.
		E4: The domestic economy is shaped by interactions between government, institutions, and the private sector		
SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.	C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.	E5: The interconnected global economy impacts all individuals and groups in significant and varied ways.	G4: Global interconnections and spatial patterns are a necessary part of geographic reasoning.	H4: Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.

The 21 Anchor Standards are represented within each of the grade bands; K-2, 3-5, 6-8, and high school, but not all Anchor Standards are at each grade level. Specific grade level standards are organized under each of the Anchor Standards.

CONTENT AREA	ANCHOR STANDARDS	K	1	2	3	4	5	6	7	8	HS
SKILLS & PROCESSES	SP1: Change, continuity, and context	X	X	X	X	X	X	X	X	X	X
	SP2: Multiple perspectives	X	X	X	X	X	X	X	X	X	X
	SP3: Gathering, using, and interpreting evidence	X	X	X	X	X	X	X	X	X	X
	SP4: Causation and argumentation			X	X	X	X	X	X	X	X
CIVICS	C1: Civic virtues and democratic principles	X	X		X	X				X	X
	C2: Individual Rights, Roles, and Responsibilities	X		X		X	X	X	X	X	X
	C3: Civic and political institutions		X		X		X			X	X
	C4: Process, rules, and laws	X		X			X	X	X	X	X
ECONOMICS	E1: Financial Literacy/Personal Finance		X	X	X		X	X		X	X
	E2: Economic decision making	X	X		X	X	X		X	X	X
	E3: Exchange and Markets		X	X		X	X	X	X	X	X
	E4: The National Economy			X			X			X	X
	E5: The Global Economy			X			X	X	X	X	X
GEOGRAPHY	G1: Geographic Representations	X	X	X	X	X	X	X	X	X	X
	G2: Human-environment interaction	X	X	X	X			X	X	X	X
	G3: Human population and movement		X	X	X	X	X	X	X	X	X
	G4: Global Interconnections			X	X	X	X	X	X	X	X
HISTORY	H1: Culture, Civilization and Innovation	X	X	X	X	X		X	X		X
	H2: Conflict and Cooperation	X	X		X	X	X	X	X	X	X
	H3: Influence of Economic, Political, and Religious Ideas and Institutions			X	X	X		X	X	X	X
	H4: Patterns of Social and Political Interactions	X	X				X	X	X		X

Inquiry Arc

Children and adolescents are naturally curious and have unlimited questions. Learning to investigate questions in the social studies discipline areas results in a deeper understanding of content and a stronger connection to the material. Students must gather and evaluate evidence, formulate arguments, critique counter claims, and communicate their conclusions through many modes including writing, speaking, and visualizing. The six components of the Inquiry Arc are found in the Disciplinary Skills and Processes Anchor Standards and appear at each grade level. Incorporating inquiry using the content standards reinforces the same skills and processes contained in the Arizona English Language Arts (ELA) standards. As students utilize inquiry processes in their content area, they reinforce and use the ELA reading, writing, speaking, and listening standards.

The Six Elements of the Inquiry Arc

- **Inquiry Element 1: Developing Compelling Questions**

Central to a rich social studies experience is the capability for developing questions that can frame and advance inquiry. Those questions come in two forms: compelling and supporting questions. Compelling questions focus on enduring issues and concerns.

- **Inquiry Element 2: Constructing Supporting Questions**

Supporting questions focus on descriptions, definitions, and processes in which there is general agreement within the social studies disciplines and require students to construct explanations that advance claims of understanding in response.

- **Inquiry Element 3: Gathering and Evaluating Sources**

Students, whether they are constructing opinions, explanations, or arguments, gather information from a variety of sources and evaluate the relevance of the information. In evaluating these sources there are literacy skills, such as identifying an author's purpose, main idea, and point of view, that will help in evaluating the usefulness of a source.

- **Inquiry Element 4: Developing Claims**

Once students analyze information, they need to develop claims and counterclaims to answer social studies questions. Evidence is used to support these claims.

- **Inquiry Element 5: Communicating Conclusions**

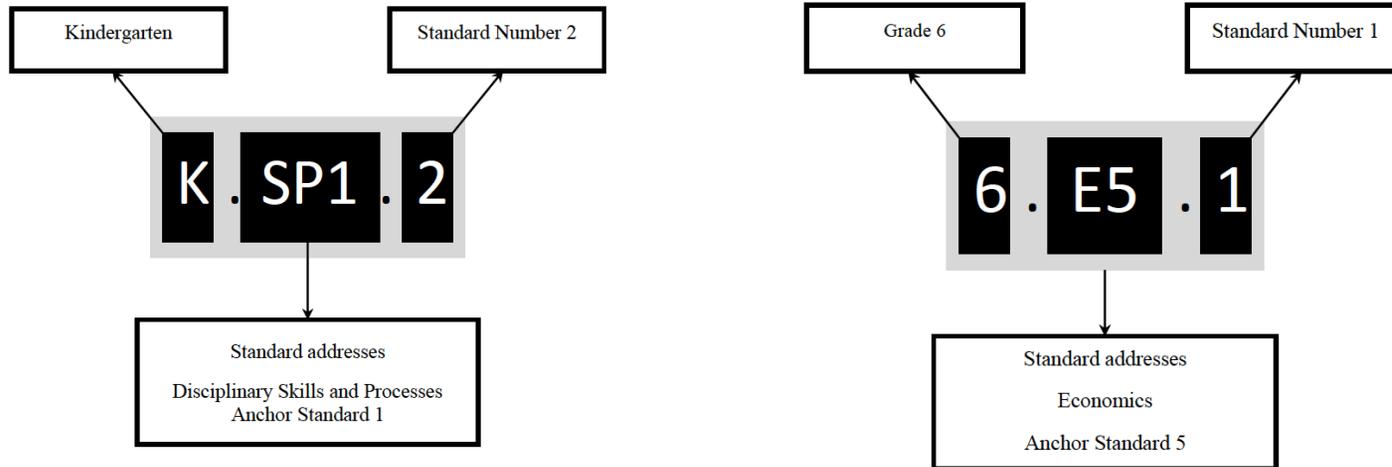
Students formalize their arguments and explanations and communicate their results through various products to a wide range of audiences. Students also have the opportunity to critique their scholarship as well as the scholarship of others.

- **Inquiry Element 6: Taking Informed Action**

To prepare students for civic life, students use their disciplinary knowledge, skills, and perspectives to inquire about problems involved in public issues, deliberate with others on how to define and address these issues, take constructive and collaborative action, and reflect on that action.

Design and Coding

Each standard is made up of three components. The grade level appears first, followed by the core discipline Big Idea, and finally a standard number. The standard number at the end of the code is designed for recording purposes and does not imply instructional sequence or importance. Examples and explanations of the coding are reflected here.



Standards v. Curriculum v. Instruction

Standards:

Standards are what a student needs to know, understand, and be able to do by the end of each grade. They build across grade levels in a progression of increasing understanding and through a range of cognitive demand levels. Standards are adopted at the state level by the Arizona State Board of Education.

Curriculum:

Curriculum refers to resources used for teaching and learning the standards. Curricula are adopted at the local level.

Instruction:

Instruction refers to the methods, or methodologies, used by teachers to teach their students. Instructional techniques are employed by individual teachers in response to the needs of the students in their classes to help them progress through the curriculum to master the standards. Decisions about instructional practice and techniques are made at a local level.

Scope and Sequence

High School Social Studies: World History and Geography

Through the process of inquiry, students will engage in a comprehensive study of world history through a balanced approach to both Eastern and Western Hemispheres. The course starts with content beginning in the 15th century and moves to current issues and events. Connections to geographic topics and concepts will be integrated throughout the course.

Unit #	Title	Critical Content	Approximate Time
1	Foundations of World History	World Belief Systems Geography Skills (maps, imagery, geospatial technologies, charts, graphs, and tables) Global Culture and Diffusion	3 weeks
2	Global Interactions and Cultural Differences	Global Exploration (Trans-Atlantic slave trade, Columbian exchange) Development of Empires Population, Movement, and Migration (global migration patterns)	6 weeks
3	Revolutions	Revolutions of Thought (Renaissance, Science, Enlightenment, Reformation) Industrial Revolution Revolutions of Government and Politics (North America, Latin America, France) Geographic Political Development	8 weeks
4	Rise of Nations and Global Conflict	Rise of Nations (Imperialism, Nationalism, rise of Fascism, rise of Communism) Global Conflict (World Wars, Cold War) Conflict Resolution (geographic patterns of global power, treaties, supranational organizations, and decolonization)	12 weeks
5	Contemporary Global Issues	Regional Conflicts (Genocide, Human Rights, USSR, Fall of USSR) Global Terrorism Globalization (human interaction with the environment , human migration and settlement patterns, geographic issues, global interconnections, sustainability, population issues, and economic development)	6 weeks

Disciplinary Skills and Processes

High School Social Studies: World History and Geography

Units	1 – Foundations of World History 2 – Global Interactions and Cultural Diffusion 3 – Revolutions	4 – Rise of Nations and Global Conflict 5 – Contemporary Global Issues					
<p>DISCIPLINARY SKILLS and PROCESSES: Use this chart to track usage of SP standards throughout the units. Shaded boxes indicate suggested use of the standard in that specific unit. Teaching of the standards is expected throughout the course.</p>		UNITS:	1	2	3	4	5
<p>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.</p>							
HS.SP1.1 Evaluate how events and developments were shaped by unique circumstances of time and place as well as broader contexts.							
HS.SP1.2 Analyze change and continuity in historical eras.							
HS.SP1.3 Evaluate the significance of past events as they relate to their own lives and the world.							
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.							
<p>Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.</p>							
HS.SP2.1 Analyze how contexts shaped and continue to shape people’s perspectives.							
HS.SP2.2 Analyze the ways in which 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.							
<p>Historians and social scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.</p>							
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.							
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.							

DISCIPLINARY SKILLS and PROCESSES	UNITS:	1	2	3	4	5
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.						
HS.SP3.4 Evaluate the credibility of a source by examining how experts value the source.						
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.						
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.						
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.						
HS.SP4.2 Distinguish between long-term causes and triggering events in developing an argument.						
HS.SP4.3 Integrate evidence from multiple relevant sources and interpretations into a reasoned argument.						
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.						

World History Unit 1: Foundations of World History

Compelling Question: How do beliefs and religion shape societies?

Time: 3 Weeks

Disciplinary Skills and Processes:

Lessons should be designed around Disciplinary Skills and Process (SP) Standards. The SP standards are the vehicle through which content standards are to be delivered. SP standards are to be taught multiple times throughout the year, with mastery by the end of the course. Refer to the Disciplinary Skills and Process Standards Chart above and determine the appropriate standards to frame your instruction within units. Track used standards on the chart.

Content Standards	Learning Targets	Key Concepts/Topics
<p>HS.H1.5 Explain how religions and belief systems have affected the origins of societies.</p> <p>HS.G1.1 Use geographic data to explain and analyze relationships between locations of place and regions (e.g., maps, remotely sensed and other images, tables, and graphs).</p> <p>HS.G1.2 Use geospatial tools and related technologies to construct relevant geographic data to explain spatial patterns and relationships (e.g., Google Earth, story mapping, wayfaring apps, and other geospatial technologies).</p>	<p>I can analyze a variety of world belief systems. (HS.H1.5)</p> <p>I can explain how societies developed based on their belief systems. (HS.H1.5)</p> <p>I can analyze a map of belief systems, cultural diffusion, and/or civilizations. (HS.G1.1)</p> <p>I can examine religion and belief systems at local to global scales. (HS.G1.1)</p> <p>I can use images, tables, and graphs to interpret geographic relationships between places and regions within the context of this unit. (HS.G1.1)</p> <p>I can construct a visual representation (e.g., map, chart, or graph) of geographic data within the context of this unit. (HS.G1.2)</p> <p>I can analyze how belief systems shaped and continues to shape people's perspectives. (HS.SP2.1)</p> <p>I can identify the difference between primary and secondary sources when discussing World Belief Systems and Cultural Diffusion. (HS.SP3.1)</p> <p>I can develop compelling questions about World Belief Systems to support inquiry. (HS.SP3.1)</p> <p>I can evaluate if a source is credible when discussing World Belief Systems and Cultural Diffusion.. (HS.SP3.4)</p>	<p>world belief systems: origins, founders, major tenets, practices and sacred writings (i.e., Hinduism, Buddhism, Judaism, Christianity, Islam, Confucianism, Taoism, Shintoism, Sikhism)</p> <p>cultural diffusion</p> <p>geography skills</p>

Supporting Questions

<p>What is a belief system?</p> <p>What is a religion?</p> <p>How are belief systems similar and different?</p> <p>What is cultural diffusion?</p>	<p>What is the difference between a map, an image, a table, and a graph?</p> <p>What are the components of a map?</p> <p>How do geographic tools aid historical analysis?</p> <p>What are the characteristics of a society?</p>
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World History Unit 2: Global Interactions and Cultural Diffusion

Compelling Question: Is sharing and trading across cultures always a good thing?

Time: 6 Weeks

Disciplinary Skills and Processes:

Lessons should be designed around Disciplinary Skills and Process (SP) Standards. The SP standards are the vehicle through which content standards are to be delivered. SP standards are to be taught multiple times throughout the year, with mastery by the end of the course. Refer to the Disciplinary Skills and Process Standards Chart above and determine the appropriate standards to frame your instruction within units. Track used standards on the chart.

Content Standards	Learning Targets	Key Concepts/Topics
<p>HS.H1.1 Explain the process of state-building, expansion, and dissolution.</p> <p>HS.H1.2 Explain and compare how social, cultural, and environmental factors influenced state-building, expansion, and dissolution.</p> <p>HS.H1.3 Evaluate the consequences that resulted from civilizational and cultural interactions.</p> <p>HS.H1.4 Analyze the impact of cultural diffusion.</p> <p>HS.H1.7 Analyze how technological innovation and trade has affected economic development and transformed societies.</p> <p>HS.G2.2 Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.</p> <p>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.</p>	<p>I can define and identify examples of cultural diffusion. (HS.H1.4)</p> <p>I can evaluate the causes and effects of European Exploration. (HS.H1.3, HS.H1.1)</p> <p>I can evaluate the consequences of trade over land and sea. (HS.H1.3)</p> <p>I can identify different perspectives of history when discussing Exploration and Empires. (HS.SP2.1)</p> <p>I can analyze why people develop different perspectives of historical events within the context of this unit. (HS.SP2.1)</p> <p>I can analyze the ways in which perspective shapes recorded history regarding Exploration and Empires. (HS.SP2.2)</p> <p>I can explain the concept of historical empathy within the context of this unit. (HS.SP2.3)</p> <p>I can analyze the impact of the Columbian Exchange on all civilizations involved. (HS.H1.4)</p> <p>I can analyze the impact of the silk road on the diffusion of technology and culture. (HS.H1.4, HS.H1.7)</p> <p>I can analyze the role technology plays in the growth of empires and exploration. (HS.H1.7)</p> <p>I can analyze how trade has affected the economic development of societies. (HS.H1.7)</p> <p>I can analyze how trade and technology have transformed societies. (HS.H1.7)</p> <p>I can evaluate the cultural and environmental effects of government decisions on their homelands and areas they encounter. (HS.G2.2)</p>	<p>European exploration</p> <p>Trans-African and Trans-Atlantic slave systems (e.g., labor systems)</p> <p>land and oceanic trade systems (i.e., The Silk Road, Indian Ocean Trade Routes)</p> <p>Columbian Exchange</p> <p>global migration patterns</p> <p>development and dissolution of empires (i.e., Ottoman, Mughal, Aztec, Inca, Mali, Ming Dynasty)</p>

	<p>I can evaluate the cultural and environmental effects of economic decisions and how they affect multiple world regions. (HS.G2.2)</p> <p>I can analyze how events, ideas, technology, and cultural practices create push-pull factors that encourage human migrations. (HS.G3.1)</p> <p>I can create questions about exploration and empires and determine the types of sources that will be helpful in answering those questions. (HS.SP.3.1, HS.SP3.4)</p> <p>I can evaluate the credibility of a source about exploration and empires by examining how experts value the source. (HS. SP3.4)</p> <p>I can explain how and why empires are built and why they expand. (HS.H1.1, HS.H1.2)</p> <p>I can compare the social, cultural, and environmental factors that influenced the building and expanding of multiple empires. (HS.H1.2)</p> <p>I can explain how and why empires dissolved. (HS.H1.1)</p> <p>I can compare the social, cultural, and environmental factors that influenced the how and why empires dissolved. (HS.H1.2)</p> <p>I can empathize with people in history whose lives are different than my own within the context of this unit. (HS.SP2.3)</p>	
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Supporting Questions

<p>What is cultural diffusion?</p> <p>What were the causes of European exploration?</p> <p>What were the impacts of European exploration?</p> <p>What trade routes were popularized because of European Exploration?</p> <p>What labor systems, including slavery, were used by Europeans?</p> <p>How did European culture become dominant in other places?</p> <p>What was the Columbian Exchange?</p> <p>Why would it be advantageous to look for alternate trade routes?</p>	<p>Where and why do populations concentrate?</p> <p>What is an empire?</p> <p>How do empires impact trade?</p> <p>Why do empires develop?</p> <p>Why do empires dissolve?</p> <p>What is migration?</p> <p>What factors influence human migration?</p>
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World History Unit 3: Revolutions

Compelling Question: What causes society to make up sudden radical changes?

Time: 8 Weeks

Disciplinary Skills and Processes:

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Content Standards	Learning Targets	Key Concepts/Topics
<p>HS.H3.1 Analyze how societies, leaders, institutions, and organizations respond to societal needs and changes.</p> <p>HS.H3.2 Analyze how ideologies, religion, and belief systems have influenced economic, political, and social institutions over time.</p> <p>HS.H3.3 Compare the ways in which economic philosophies influenced political, economic, and social developments.</p> <p>HS.H3.4 Evaluate how societies have balanced individual freedoms, responsibilities, and human dignity versus the common good.</p> <p>HS.H3.5 Explain how different labor systems developed and affected societies over time.</p> <p>HS.H4.1 Examine how historically marginalized groups have affected change on political and social institutions.</p> <p>HS.H4.2 Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions.</p> <p>HS.H4.3 Examine how access to information and technology has been used to influence society.</p> <p>HS.G3.5 Evaluate the impact of social, political, and economic decisions that have caused conflict or promoted cooperation throughout time.</p>	<p>I can evaluate the significance of contributions made by people of the Renaissance, Scientific Revolution, Enlightenment, and Reformation. (HS.SP1.4)</p> <p>I can analyze how the needs of society during the revolutions of thought are answered by leaders, institutions, and organizations. (HS. H3.1)</p> <p>I can analyze how the needs of society during the Industrial Revolution are answered by leaders, institutions, and organizations. (HS. H3.1)</p> <p>I can analyze how the needs of society during political revolutions are answered by leaders, institutions, and organizations. (HS. H3.1)</p> <p>I can analyze how revolutions have influenced economic, political, and social institutions. (HS.H3.2)</p> <p>I can compare the ways in which economic philosophies influenced political, economic, and social developments. (HS.H3.3)</p> <p>I can explain how societies have successfully balanced the needs of the individual with the needs of the group. (HS.H3.4)</p> <p>I can explain how societies have failed to balance the needs of the individual with the needs of the group. (HS.H3.4)</p> <p>I can explain how and why labor systems develop. (HS.H3.5)</p> <p>I can explain how labor systems affect societies. (HS.H3.5)</p> <p>I can identify what makes a group historically marginalized. (HS.H4.1)</p> <p>I can examine how historically marginalized groups have affected change on political and social institutions. (HS.H4.1)</p> <p>I can explain how philosophical ideas have developed and shaped society and institutions. (HS.H4.2)</p>	<p>Renaissance</p> <p>Scientific Revolution</p> <p>Enlightenment</p> <p>Reformation</p> <p>Industrial Revolution</p> <p>capitalism, communism, and socialism</p> <p>revolutions in government and politics (i.e., North America, Latin America, France)</p>

	<p>I can explain how scientific ideas have developed and shaped society and institutions. (HS.H4.2)</p> <p>I can examine how access to information and technology has been used to influence society during Revolutions of Thought. (HS.H4.3)</p> <p>I can examine how access to information and technology has been used to influence society during the Industrial Revolution. (HS.H4.3)</p> <p>I can examine how access to information and technology has been used to influence society during political revolutions. (HS.H4.3)</p> <p>I can identify the difference between social, political, and economic decisions. (HS.G3.5)</p> <p>I can evaluate how social, political, and economic choices cause conflict or cooperation. (HS.G3.5)</p> <p>I can explain how past events during the age of revolution affect my life today. (HS.SP1.3)</p>	
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Supporting Questions

<p>What is a revolution?</p> <p>How did the Renaissance ideas of humanism and secularism change society?</p> <p>Who led and supported Renaissance ideas?</p> <p>What sudden and radical changes occurred in science during this time period?</p> <p>What is the connection between the Scientific Revolution and the Industrial Revolution?</p> <p>Who led and supported the ideas of the Enlightenment?</p> <p>What is the connection between Enlightenment ideas and political revolutions?</p>	<p>What are the causes and outcomes of the Reformation?</p> <p>Who led and supported the ideals of the Reformation?</p> <p>Where, why, and how did industry develop?</p> <p>What are the impacts of the Industrial Revolution including short term problems and long term solutions?</p> <p>How did capitalism, communism, and socialism emerge as outcomes of the Industrial Revolution?</p> <p>How did Enlightenment ideals influence political revolutions in France and the Americas?</p> <p>What changes occurred in France and the Americas due to their revolutions?</p>
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World History Unit 4: Rise of Nations and Global Conflict

Compelling Question: Does conflict make society worse or better?

Time: 12 Weeks

Disciplinary Skills and Processes:

Lessons should be designed around Disciplinary Skills and Process (SP) Standards. The SP standards are the vehicle through which content standards are to be delivered. SP standards are to be taught multiple times throughout the year, with mastery by the end of the course. Refer to the Disciplinary Skills and Process Standards Chart above and determine the appropriate standards to frame your instruction within units. Track used standards on the chart.

Content Standards	Learning Targets	Key Concepts/Topics
<p>HS.H2.1 Explain multiple causes of conflict.</p> <p>HS.H2.2 Analyze approaches to conflict management and resolution.</p> <p>HS.H2.3 Evaluate the short- and long-term impacts of conflicts and their resolutions.</p> <p>HS.H2.4 Compare causes and effects of isolationism and globalism.</p> <p>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.</p> <p>HS.H1.1 Explain the process of state-building, expansion, and dissolution.</p> <p>HS.G3.5 Evaluate the impact of social, political, and economic decisions that have caused conflict or promoted cooperation throughout time.</p> <p>HS.G4.2 Analyze patterns of global power and influence in respect to trade, demographics, politics, and resource availability and use.</p>	<p>I can explain why global and local conflicts occur. (HS.H2.1)</p> <p>I can explain how conflicts are managed and solved. (HS.H2.2)</p> <p>I can identify the difference between a short and long-term effect and impact. (e.g., impacts of Imperialism.) (HS.H2.3, HS.SP4.1)</p> <p>I can evaluate short and long-term effects and impacts of conflicts and how they have been resolved. (e.g., result of World Wars.) (HS.H2.3, HS.SP4.1)</p> <p>I can identify the difference between isolationism and globalism. (HS.H2.4)</p> <p>I can identify and compare the causes and of isolationism and globalism. (HS.H2.4)</p> <p>I can identify and compare the effects of isolationism and globalism. (HS.H2.4)</p> <p>I can explain and give examples of national identities. (HS.H1.6)</p> <p>I can analyze how a group's experiences are part of national identities. (HS.H1.6)</p> <p>I can explain the rise of nations through state-building. (HS.H1.1)</p> <p>I can explain the process of the expansion of states and empires. (HS.H1.1)</p> <p>I can explain the dissolution of states and empires. (HS.H1.1)</p> <p>I can identify the difference between social, political, and economic decisions. (HS.G3.5)</p> <p>I can evaluate how social, political, and economic choices cause conflict or cooperation. (HS.G3.5)</p> <p>I can identify the geographic patterns of global power. (HS.G4.2)</p>	<p>imperialism</p> <p>nationalism</p> <p>rise of fascism</p> <p>rise of communism</p> <p>decolonization</p> <p>World Wars</p> <p>Cold War</p> <p>conflict resolution (e.g., treaties, League of Nations, United Nations)</p>

	<p>I can define and identify global power(s). (HS.G4.2)</p> <p>I can describe the characteristics of a global power during Imperialism. (HS.G4.2)</p> <p>I can analyze the similarities among places controlled by global powers during Imperialism. (HS.G4.2)</p> <p>I can analyze changes that occurred during the rise of nations and global conflicts. (HS.SP1.2)</p> <p>I can analyze continuity throughout the rise of nations and global conflicts. (HS.SP1.2)</p> <p>I can analyze the similarities among places controlled by global powers during the Cold War. (HS.G4.2)</p> <p>I can describe the characteristics of a global power during the Cold War. (HS.G4.2)</p>	
Supporting Questions		
<p>What were the reasons for Imperialism and which countries held global power?</p> <p>What were the impacts of Imperialism on the global powers and on the places they colonized?</p> <p>What is nationalism and how does it unite people behind a cause? (i.e., the World Wars.)</p> <p>What is fascism and where was it prevalent during the 20th century?</p> <p>Where did decolonization occur and did it make their societies better or worse?</p> <p>What were the causes of World War I?</p>	<p>What were the results of World War I and did each side obtain their intended result?</p> <p>What were the causes of World War II?</p> <p>What were the results of World War II and did each side obtain their intended result?</p> <p>In what countries was communism the main political and economic policy?</p> <p>What were the global conflicts that arose from the tensions between communism and democracy? (e.g., arms race, Korea, Vietnam)</p> <p>How were the conflicts of the 19th and 20th centuries resolved?</p>	

World History Unit 5: Contemporary Global Issues

Compelling Question: Is our world more unified or divided due to the events and ideas of the last 50 years?

Time: 6 Weeks

Disciplinary Skills and Processes:

Lessons should be designed around Disciplinary Skills and Process (SP) Standards. The SP standards are the vehicle through which content standards are to be delivered. SP standards are to be taught multiple times throughout the year, with mastery by the end of the course. Refer to the Disciplinary Skills and Process Standards Chart above and determine the appropriate standards to frame your instruction within units. Track used standards on the chart.

Content Standards	Learning Targets	Key Concepts/Topics
<p>HS.H3.2 Analyze how ideologies, religion and belief systems have influenced economic, political, and social institutions over time.</p> <p>HS.H4.1 Examine how historically marginalized groups have affect change on political and social institutions.</p> <p>HS.H4.3 Examine how access to information and technology has been used to influence society.</p> <p>HS.H4.4 Examine how a diverse society can be a force for unity and/or disunity.</p> <p>HS.G2.1 Analyze interactions within and between human and physical systems.</p> <p>HS.G2.3 Evaluate the impact of human settlement on the environment and culture - of specific places and regions.</p> <p>HS.G2.4 Evaluate the use and sustainability of natural resources.</p> <p>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.</p> <p>HS. G3.4 Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration settlement.</p>	<p>I can explain how belief systems can lead to genocide, terrorism, and economic imperialism. (HS.H3.2)</p> <p>I can explain how belief systems can lead to the creation of humanitarian aid organizations. (HS.H3.2)</p> <p>I can examine how the historically marginalized groups of the last 50 years have made changes to society. (HS.H4.1)</p> <p>I can explain the impact of technology as a force of change in culture. (HS.H4.3)</p> <p>I can explain the characteristics of a diverse society. (HS.H4.4)</p> <p>I can explain how diversity can unify or divide a society by using examples within the context of this unit. (HS.H4.4)</p> <p>I can explain the impact of humans on the environment. (HS.G2.3, HS.G2.1)</p> <p>I can explain the different environmental and cultural characteristics of rural and urban settlements. (HS.G2.3)</p> <p>I can explain the concept of sustainability and evaluate how and why natural resources are used globally. (HS.G2.4)</p> <p>I can evaluate the sustainability of global natural resources. (HS.G2.4)</p> <p>I can evaluate the influence of long-tern climate variability and explain how it affects human environment interaction at local-to-global scales. (HS.G3.3)</p> <p>I can evaluate consequences of human made and natural catastrophes on global trade, politics, and human migration settlement. (HS.G3.4)</p> <p>I can take an active stance on a geographic issue reflecting its scale (local, regional, state, national, or global). (HS.G4.1)</p>	<p>regional conflicts of the 1900s (i.e., Holocaust, genocide, refugees, collapse of USSR, human rights, regional conflict in the Middle East, Africa, Asia, and Latin America)</p> <p>global terrorism</p> <p>environment</p> <p>population and economic development</p> <p>technology</p> <p>Information Age</p> <p>economic imperialism</p> <p>human-made and natural catastrophes</p>

<p>HS.G4.1 Take an active stance on a geographic issue reflecting its scale (local, regional, state, national, or global).</p> <p>HS.G4.3 Analyze patterns of interdependence.</p>	<p>I can analyze the geographic patterns of global economic interdependence. (HS.G4.3)</p> <p>I can identify the author’s point of view in historical sources regarding regional conflicts of the 1900s, terrorism, and globalization. (HS.SP3.3)</p> <p>I can analyze multiple and complex causes and effects of regional conflicts, global terrorism, and globalization. (HS.SP4.1)</p>	
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Supporting Questions

<p>How does a person's perspective influence their perception of an event or idea?</p> <p>Where has genocide occurred?</p> <p>How have societies used genocide as a weapon of warfare?</p> <p>How was the state of Israel created?</p> <p>How did the creation of Israel cause conflict in the Middle East?</p> <p>What situations cause people to flee their homeland?</p> <p>How does the arrival of refugees relate to conflict within a society?</p> <p>How do different societies view refugees?</p> <p>In what countries have human rights been suppressed?</p> <p>How have human rights been suppressed?</p> <p>What were the global effects of the collapse of the USSR?</p> <p>Where has terrorism occurred?</p>	<p>How do different societies view terrorism?</p> <p>How is terrorism used to further a group's goals?</p> <p>What concerns do people have about the environment?</p> <p>What actions have been taken to conserve resources?</p> <p>What is the global distribution of more developed countries compared to less developed countries?</p> <p>How does demographic data illustrate the population differences at local-to-global scales?</p> <p>How have more developed nations used wealth and power to control less developed nations?</p> <p>How do governments and organizations work together to help developing nations?</p> <p>What technology has been developed during the 20th and 21st centuries and how has that technology impacted societies?</p> <p>What platforms allow people to communicate globally and access information immediately?</p>
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