History and Social Science Standards

2018

Arizona Department of Education

High Academic Standards for Students

High School

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 the contemporary society cannot be accomplished without a strong emphasis on civics, economics, geography, and history – the core disciplines of the social studies. 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 Arizona History and Social Science Standards are premised upon a rigorous and relevant K-12 social studies program within each district and school in the state. Engaging students in the pursuit of active, informed citizenship will require a broad range of understandings and skills including:

Think analytically by

- Posing and framing questions
- Gathering a variety of evidence
- Recognizing continuity and detecting change over time
- Utilizing chronology to examine cause and effect relationships
- Drawing and combining reasonable inferences from a variety of sources to build an understanding of complex questions

Read widely and critically by

- Examining, interpreting, and contextualizing primary sources focusing on author, purpose, and audience of each source
- Identifying and comparing historical, geographic, economic, and political science interpretations from a wide variety of secondary sources
- Utilizing broader understanding to discern subtext in primary and secondary sources

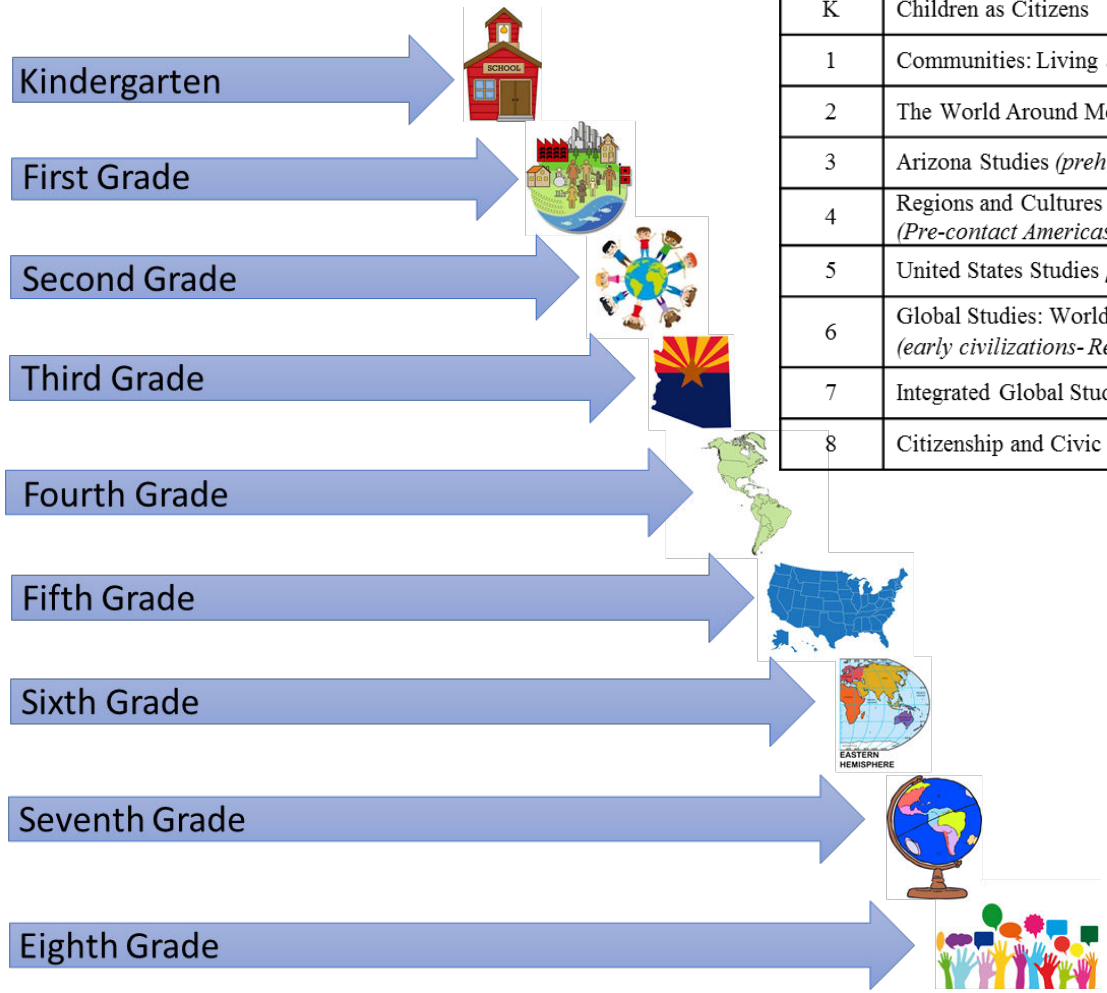
Communicate cogently and in a compelling manner by

- Developing and defending evidenced based arguments
- Utilizing multiple perspectives for comprehensive explanations
- Practicing and cultivating a wide variety of diverse types of writing
- Engaging in constructive conversations around history and social science topics

The Arizona History and Social Science Standards, through the emphasis on content knowledge, disciplinary skills, and process and the integration of inquiry elements will prepare Arizona students to engage actively in civic life and meet the needs and challenges of the 21st century.

K-8 Grade Level Storylines and Content Focus

To create a coherent sequence from one grade to the next, to avoid unneeded repetition, and to close content gaps, each elementary grade level has a storyline and content focus for the year. A more detailed storyline can be found later in this document on the specific grade level standards page. This is not the case for the high school standards.



Grade	Storyline/Content Focus
K	Children as Citizens
1	Communities: Living and Working Together
2	The World Around Me
3	Arizona Studies *(prehistoric to present day)*
4	Regions and Cultures of the Americas *(Pre-contact Americas to European settlements up to 1763)*
5	United States Studies *[American Revolution (1763) to Industrialism (1900s)]*
6	Global Studies: World Regions and Cultures of the Eastern Hemisphere *(early civilizations- Renaissance & Reformation)*
7	Integrated Global Studies (*Scientific Revolution & Enlightenment -present)*
8	Citizenship and Civic Engagement in Today's Society

Core Discipline Descriptors

The content standards are organized under the four core disciplines in social studies. These disciplines - civics, economics, geography, and history - offer a unique way of thinking about and organizing knowledge. Disciplinary skills and processes offer a means for students to verify that knowledge. Descriptions of the core disciplines are included below. The disciplinary skills and processes are described in the next section.

Civics
The civics standards promote the knowledge, skills, and dispositions necessary for informed, responsible participation in public life. Productive civic engagement requires knowledge of the history, principles, and foundations of our Constitutional Republic and that each person has both human and civil rights. People demonstrate civic engagement when they address public problems individually and collaboratively and when they maintain, strengthen, and improve their communities and society. Civics also requires an understanding of local, state, national, and international institutions. Civics encompasses practices such as voting, volunteering, jury service, contributing to public processes, and the public discourse.

Economics (including financial literacy)
The economic and financial literacy standards promote the concepts and tools necessary to make reasoned judgements about both personal economic questions and broader questions of economic policy. Economic decision making requires a strong understanding of the ways in which individuals, businesses, governments, and societies make decisions to allocate resources among alternative uses. This process involves the consideration of costs and benefits with the goal of making decisions that will enable individuals and societies to be as well off as possible. The study of economics explains historical developments and patterns, the impacts of trade, and the distribution of income and wealth in local, regional, national, and international economies. Economics also gives students the skills to analyze current issues and public policies.

Geography
The geography standards promote the use of multiple geographic tools and emphasize geographic reasoning to understand local, national, regional, and global issues. Geographic reasoning rests on deep knowledge of the Earth's physical and human features including the location of places and regions, the distribution of landforms and bodies of water, and changes in political boundaries. Geography provides an understanding of the Earth's places and regions, how people with diverse backgrounds interact with their environment and enhances understanding of history, civics, and economics.

History
The history standards promote both historical content and historical thinking skills to prepare students to apply historical thinking to any historical era and context. The study of history is vital because it promotes the development of analytical skills, comparative perspectives, and question and answers modes of critical judgement that promote thoughtful work in any field or career. It is vital for students to study both United States and world history, so they can analyze the human experience through time, recognize the relationship of events and people, and interpret significant patterns, themes, ideas, and turning points in American and world history. Students apply the lessons of history to their lives as citizens of the United States and members of the world community.

Anchor Standards

The Arizona History and Social Science Standards are organized into five social studies content areas. Within these content areas are four to five major core concepts referred to as Anchor Standards. Grade level standards are written to support these Anchor Standards. There are twenty-one Anchor Standards. Seventeen of these Anchor Standards center around the content areas of civics, economics, geography, and history. The remaining four standards focus on the disciplinary skills and processes that all students need to know and apply to any historical era, context, or content area. Using these tools, students 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 the skills to make sense of it. **The Anchor Standards are listed below.**

<table>
<tr><th>Disciplinary
Skills and Processes</th><th>Civics</th><th>Economics</th><th>Geography</th><th>History</th></tr>
<tr><td>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.</td><td>C1: Civic virtues and democratic principles are key components of the American political system.</td><td>E1: A financially literate individual understands how to manage income, spending, and investment.</td><td>G1: The use of geographic representations and tools helps individuals understand their world.</td><td>H1: The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.</td></tr>
<tr><td>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.</td><td>C2: Citizens have individual rights, roles, and responsibilities.</td><td>E2: By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.</td><td>G2: Human-environment interactions are essential aspects of human life in all societies.</td><td>H2: Cycles of conflict and cooperation have shaped relations among people, places, and environments.</td></tr>
<tr><td rowspan="2">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.</td><td rowspan="2">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.</td><td>E3: Individuals and institutions are interdependent within market systems.</td><td rowspan="2">G3: Examining human population and movement helps individuals understand past, present, and future conditions on Earth’s surface.</td><td rowspan="2">H3: Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.</td></tr>
<tr><td>E4: The domestic economy is shaped by interactions between government, institutions, and the private sector.</td></tr>
<tr><td>SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.</td><td>C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.</td><td>E5: The interconnected global economy impacts all individuals and groups in significant and varied ways.</td><td>G4: Global interconnections and spatial patterns are a necessary part of geographic reasoning.</td><td>H4: Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.</td></tr>
</table>

The twenty-one 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 - in their effort to understand the world around them - have a bottomless well of 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 on 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 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 of the Arizona History and Social Science Standards

The Arizona History and Social Science Standards define the knowledge, understanding, and skills that need to be effectively taught and learned for all students to be ready to succeed in credit-bearing, college-entry courses, in the workplace, in military service, and in civic life as the member of a constitutional republic. The Standards present a vision of what it means to be a civic, economic, geographic, and historically literate person in the 21st century.

The Arizona History and Social Science Standards outline what all students need to know, understand, and be able to do by the end of high school and reflect the following guiding principles and shifts for social studies education:

- Social studies prepares the nation's youth for college, career, and civic life.
- Inquiry is at the heart of social studies.
- Social studies involves interdisciplinary application and welcomes integration with other content areas.
- Social studies are composed of deep and enduring understandings, concepts, and skills.
- Social studies should have direct and explicit connections to the ELA standards.

The Arizona History and Social Science Standards are:

- Directed in a coherent progression across grades K-12,
- Aligned with college and workforce expectations,
- Focused on rigorous content and applications of knowledge through higher level thinking,
- Research and evidence based,
- Broad in nature, allowing for the widest possible range of student learning, and
- Designed as an integrated approach to content while still maintaining disciplinary integrity.

The Arizona History and Social Science Standards are not curriculum or instructional practices.

While the Arizona History and Social Science Standards may be used as the basis for a district's or school's curriculum, they are not curriculum. Therefore, identifying a sequence of instruction at each grade - what specifically will be taught and for how long - requires concerted effort and attention at the local level. Curricular tools, including textbooks, are selected by the district/school and adopted through local governing board. The Arizona Department of Education defines standards, curriculum, and instruction as:

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

The Arizona History and Social Science Standards assume students have regular standards-based social studies instruction every year. The amount of time individual students need to learn these standards will vary. The chart below specifies the expected social studies instructional time necessary for students to learn these standards.

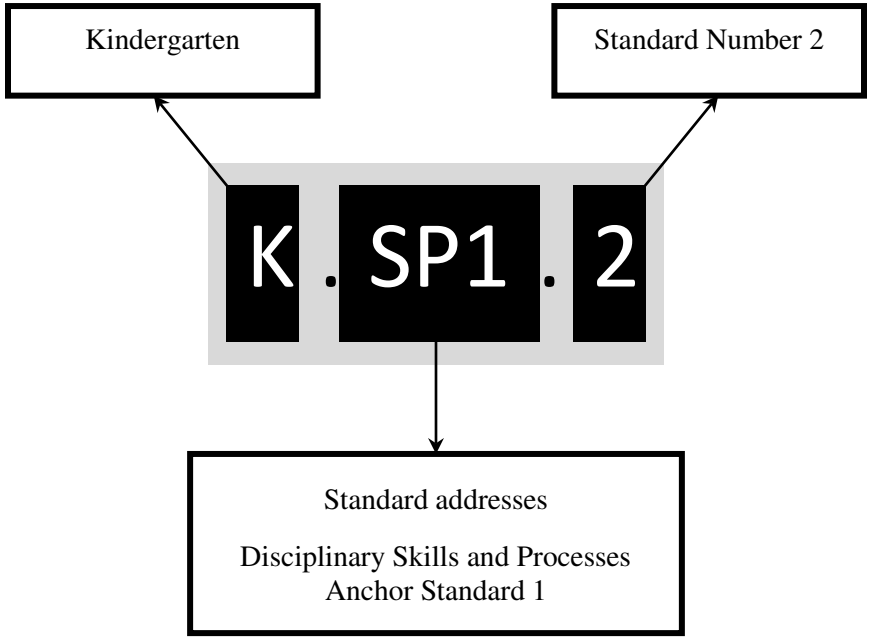
Grade	Assumed Minutes per Week	Assumed Average Minutes per Day
K	90 minutes/week	18 minutes/day
1	150 minutes/week	30 minutes/day
2	150 minutes/week	30 minutes/day
3	200 minutes/week	40 minutes/day
4	225 minutes/week	45 minutes/day
5	225 minutes/week	45 minutes/day
6	250 minutes/week	50 minutes/day
7	250 minutes/week	50 minutes/day
8	250 minutes/week	50 minutes/day
HS (3 credits)	275 minutes/week	55 minutes/day

The Arizona History and Social Science Standards have been designed so that these time assumptions provide adequate time for instruction and opportunities to learn the standards for each grade level. Depending on local factors, schools may allocate more or less time when determining curriculum programing within a specific context. These time recommendations do not explicitly address students who are far below or far above grade level. No set of grade specific standards can fully reflect the variety in abilities, needs, learning rates, and achievement levels of students in any given classroom. The Arizona History and Social Science Standards do not define intervention methods to support students who are far below or far above grade level or do not speak English as their first language.

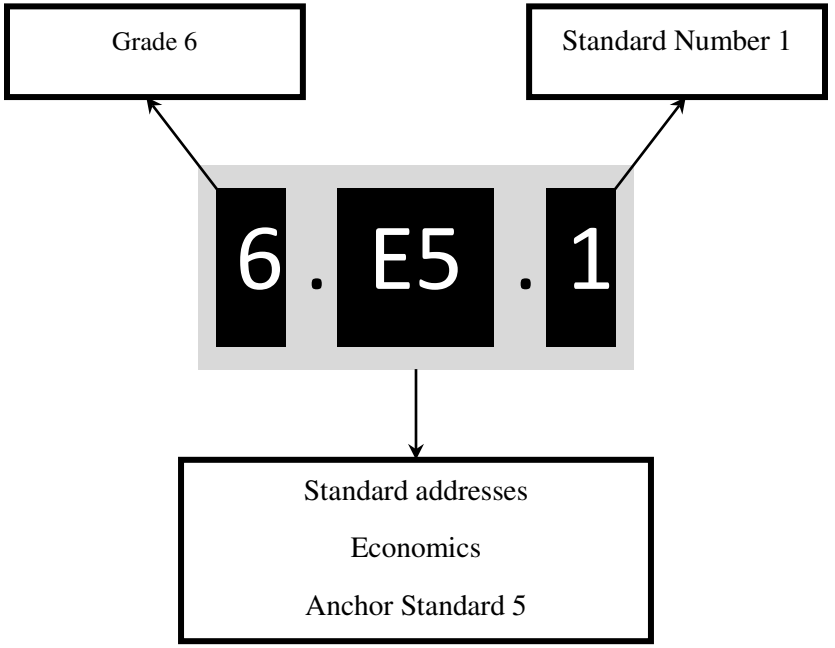
Coding of the K-8 Standards

Each K-8 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 of the standards are below.

K.SP1.2 Explore how events of the past affect students' lives and community



6.E5.1 Describe the factors that influence trade between countries and cultures.

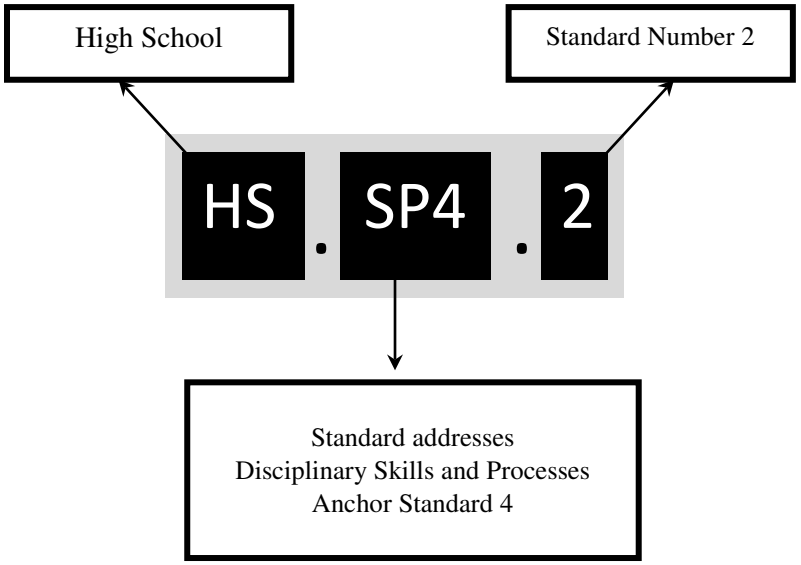


Coding of the High School Social Studies Standards

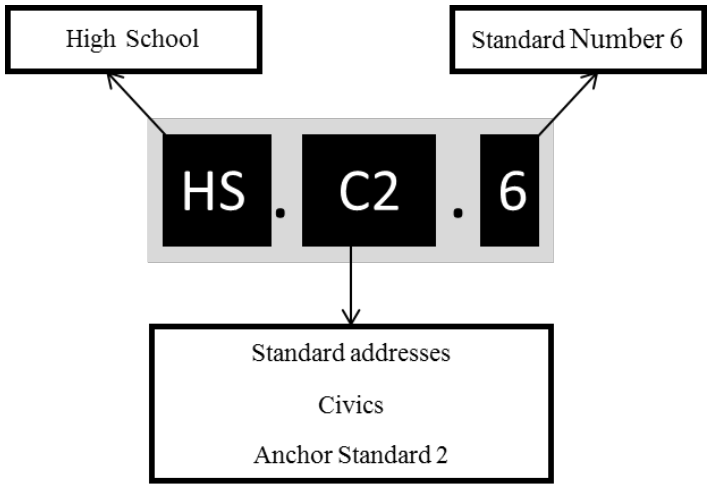
In Arizona, students are required to take three credits of high school social studies for graduation that are aligned to the state standards for social studies. The Arizona State Board of Education establishes the requirements for high school graduation. The minimum course of study and competency requirements are outlined in Arizona Administrative Code R7-2-302. The statewide minimum course of study requires students to take a minimum of three credits of social studies. The three credits in social studies must include one credit of American history, including Arizona history; one credit of world history/geography; one-half credit of American government, including Arizona government; and one-half credit of economics. LEAs are responsible for creating their courses using the high school standards. It is expected that by the time students graduate from high school, they will be taught all twenty-one **Anchor Standards** and the standards that fall under them. To support the creation of these courses, course consideration guides were created for each of the disciplinary areas.

Each high school 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. An example and explanation of the coding of the standards is below.

HS.SP4.2 Distinguish between long-term causes and triggering events in developing an argument.



HS.C2.6 Evaluate the contributions of individuals and groups, including Arizonans, who have played a role in promoting civic and democratic principles.



HIGH SCHOOL STANDARDS

The Arizona History and Social Science Standards are articulated by grade level for kindergarten through eighth grade. Each of those grade levels also has a content theme and focus for the year. This is not the case for the high school standards. The Arizona State Board of Education establishes the requirements for high school graduation. The minimum course of study and competency requirements are outlined in Arizona Administrative Code R7-2-302. The statewide minimum course of study requires students to take a minimum of three credits of social studies. The three credits in social studies must include one credit of American history, including Arizona history; one credit of world history/geography; one-half credit of American government, including Arizona government; and one-half credit of economics. Local Education Agencies (LEAs) are responsible for creating their courses using the high school standards. It is expected that by the time students graduate from high school, they will be taught all twenty-one Anchor Standards and the standards that fall under them. The core discipline standards are not meant to be stand-alone courses. LEAs will use a variety of standards from the core disciplines to create courses. All courses will include the Disciplinary Skills and Processes standards. To support the creation of these courses, course consideration guides were created for each of the disciplinary areas.

COURSE CONSIDERATIONS FOR HIGH SCHOOL CIVICS/GOVERNMENT

Using inquiry in civics, high school students explore how to become active citizens. To become engaged citizens requires a knowledge of the history, principles, and foundations of our republic. A comprehensive study of civics can be approached from many angles and perspectives with a focus on inquiry. A civics course can be organized in a variety of ways including thematic, chronological, or chrono-thematic. The course should include content from the following topics:

- Foundations of government including but not limited to the historical foundations and philosophical foundations of the American political system, the purpose and role of government, and where government gets its authority
- Structures and function of tribal, local, Arizona and other states, national, and international governments including but not limited to constitutional vs. non-constitutional governments, and how governments are organized, limits and powers of the legislative, judicial, and executive branch, and comparative governments
- Institutions of the national government including but not limited to Congress, the President and the bureaucracy, federal courts; and institutions of the state government including the legislature, governor and the bureaucracy, and the state courts
- Law-making process including the role of deliberation and compromise
- Media, interest groups, and political parties including but not limited to the how these linkage institutions connect the people to government and shape political and social interests, the role of the free press in the American political system, the origin and role of political parties, the two-party system, the role of third parties in American politics, and the social, political, and economic positions of American political parties in history and the present day
- Media Literacy including but not limited to roles of media, types of media, and media and consumer biases
- Elections, voting, and voting behavior including but not limited to political socialization, creation of legislative and congressional districts, opportunities for participation, campaigns, types of elections including primary process and general election process (local, state, and federal), laws governing elections, voter turnout, and barriers to voting
- Citizenship including rights, roles, and responsibilities of a citizen and the process for naturalization
- Civil Liberties and Civil Rights
- American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality
- Public policy including researching current issues or policies at the local, state, or federal level
- Foreign Policy including but not limited to formation and implementation

There are many topics to pursue in in a Civics/Government course. LEAs should identify topical emphases to allow for depth of study needed to effectively engage student/learners in the inquiry process and to educate students about the roles and responsibilities of citizenship.

COURSE CONSIDERATIONS FOR HIGH SCHOOL ECONOMICS

Using inquiry in economics, high school students explore the economic reasoning process to make informed decisions in a wide variety of contexts. Economics is grounded in knowledge about how people, institutions, and societies choose to use resources to meet their wants and needs. The study of economics can be approached from many angles and perspectives with a focus on inquiry. A comprehensive economics course should include content from the following topics:

- Financial Literacy/ Personal Finance including but not limited to budgeting, saving, spending, investment, credit, banking, and insurance
- Economic Reasoning including but not limited to the concepts of scarcity, factors of production, opportunity costs, and cost-benefit analysis
- Economic systems including but not limited to command, mixed, and free market, and economic philosophers and theories, including but not limited to Adam Smith, Karl Marx, and John Maynard Keynes
- Exchange and Markets including but not limited to supply and demand, private property rights, competition, incentives, entrepreneurship, prices, the invisible hand, competition and institutions in the private and public sector
- The National Economy including but not limited to fiscal and monetary policy, GDP, unemployment, inflation, economic growth, and distribution of wealth
- The Global Economy including but not limited to trade, tariffs, and exchange rates

There are many topics to pursue in an Economics course. LEAs should identify topical emphases to allow for depth of study needed to effectively engage student/learners in the inquiry process and to educate students about economic decision making.

COURSE CONSIDERATIONS FOR HIGH SCHOOL GEOGRAPHY

The geography standards can be taught as either a stand-alone course or incorporated in to civics, economics, or history courses. Geography enhances the study of civics, economics, and history.

Using inquiry in geography will help students understand and appreciate their own place in the world and fosters curiosity about global diversity of environments and cultures. Thinking geographically requires knowing that the world is a set of complex ecosystems interacting at multiple scales to structure the spatial patterns and processes that influence our daily lives. Geographic reasoning would include the following topics:

- Maps, imagery, and geospatial technologies
- Charts, graphs, and tables
- Human interaction with the environment
- Population, movement, and migration
- Land use
- Industrialization and agriculture
- Political development
- Culture

COURSE CONSIDERATIONS FOR HIGH SCHOOL UNITED STATES/ARIZONA HISTORY

Using inquiry in history, high school students explore a variety of peoples, events, and movements in United States history with a focus on inquiry into the evolution of American democratic principles, changes in society, economic and geographical development, and the emergence of the United States as a global power. A United States history course can be organized in a variety of ways including thematic, chronological, regional, or through case studies. Special attention should be paid to how Arizona and its diverse cultures and individuals contribute to United States history. It is expected that students in elementary and middle school will have analyzed events, documents, movements, and people in Arizona and United States history from the colonial period through the Cold War. It is recommended that this course maximize time in a manner to allow for depth of content and connection to current issues and events. The course should include but is not limited to content from the following historical eras:

- Revolution and a New Nation including but not limited to causes of the American Revolution, reasons for American victory, impact of the Revolution on politics, economy, and society, and the creation of the American political system looking at origins, and key political and social figures,
- Nation Building and Sectionalism including but not limited to territorial expansion and its impacts on external powers and Native Americans, regional tensions due to industrialism, immigration, and the expansion of slavery, changes in the political democracy after 1800, and cultural, religious, and reform movements in the Antebellum period
- Civil War and Reconstruction including but not limited to causes, course, and impact of the Civil War on various groups in the United States, the impacts of different reconstruction plans, and the emergence of Jim Crow and segregation
- Emergence of Modern America including but not limited to industrialization, immigration and migration, progressivism, Federal Indian Policy, suffrage movements, racial, religious and class conflict, the growth of the United States as a global power and World War I and its aftermath
- Great Depression and World War II including but not limited to social, political, and economic changes during the 1920's, the role of government, impact of the depression on diverse groups of Americans, the New Deal, and the cause and course of World War II, the character of the war at home, and the impacts of the war on the United States
- Postwar United States including the economic boom and social transformation of the United States, the Cold War, the impact of conflicts in Korea and Vietnam, domestic and international policies, and the struggle for civil rights and equality
- Contemporary United States including but not limited to domestic politics and policies, economic, social and cultural developments, growing international conflict and tension, 9-11 and responses to terrorism, environmental issues, poverty, globalization, nuclear proliferation, and human rights

There are many topics to pursue in an United States/Arizona History course. LEAs should identify topical emphases to allow for depth of study needed to effectively engage student/learners in the inquiry process.

COURSE CONSIDERATIONS FOR HIGH SCHOOL WORLD HISTORY

Using inquiry in history high school students explore a variety of peoples, events, and movements in world history with a focus on inquiry into the impact of social, geographic, political, and economic influences on historical events. A world history course should include the study of the peoples of Africa, the Americas, Asia, and Europe. A balanced approach to the Eastern and Western Hemispheres is needed for a comprehensive study of world history topics. It is recommended that the course begin with the 15th century to allow for depth of content and connection to current issues and events. A world history course can be organized in a variety of ways including thematic, chronological, regional, or through case studies. The course should include but is not limited to the following topics of study:

- World Belief Systems including but not limited to Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shintoism, Sikhism, Taoism, and as well as non-religious worldviews and ideologies (origins, founders, major tenets, practices, and sacred writings). Topics may include but are not limited to beliefs about the origins of the universe, political correctness, humanism, secularism, monotheism, polytheism, agnosticism and atheism.
- Interregional interactions including but not limited to European exploration, the trans-African and trans-Atlantic slave systems, and land and oceanic trade systems
- Revolutions in thought
- Industrial Revolution including impact on both industrialized and non-industrialized nations and the origins of modern economic systems such as capitalism, communism and socialism including influential figures
- Political Revolutions such as French Revolution, Russian Revolution, Latin American Revolutions, and the Chinese Cultural Revolution.
- Global rise of Nation-States including both western and non-western states
- World War I, inter-war period, and World War II including causes, characteristics, and consequences; such as the world-wide depression, rise of fascism, totalitarianism, the spread of communism, and nationalism in China, Turkey, and India
- Holocaust and other genocides
- The Cold War including origins, the emergence of the Soviet Union and communist China, conflicts such as the Korean War, space race, arms race, and its impact on third world countries, and the collapse of the Soviet Union and its impact on the international community
- Global imperialism, decolonization, democratization, and its legacy Asia, Africa, and Latin America
- Contemporary global issues including but not limited to global terrorism, globalization, human rights, regional conflicts, population, environmental issues, technology and information age

There are many topics to pursue in a World History course. LEAs should identify topical emphases to allow for depth of study needed to effectively engage student/learners in the inquiry process.

DISCIPLINARY SKILLS AND PROCESSES

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.
- 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.

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.
- 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.

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.
- 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.
- 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.

CIVICS

Civic virtues and democratic principles are key components of the American political system.

- HS.C1.1 Explain the significance of civic virtues to a well-functioning constitutional republic.
- HS.C1.2 Evaluate how society and political systems in different contexts promote civic virtue and democratic principles established by the founding documents.
- HS.C1.3 Explain and use deliberative processes implemented in various civic and political institutions.
- HS.C1.4 Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights.

Citizens have individual rights, roles, and responsibilities.

- HS.C2.1 Explain the importance of individual participation in civic and political institutions.
- HS.C2.2 Analyze the role of citizens in the United States political system over time and compare this to the role of citizens in other political systems.
- HS.C2.3 Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases.
- HS.C2.4 Analyze the responsibilities of citizens.
- HS.C2.5 Compare the rights guaranteed in Arizona Constitution to those in the United States Constitution.
- HS.C2.6 Evaluate the contributions of individuals and groups, including Arizonans, who have played a role in promoting civic and democratic principles.

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.

- HS.C3.1 Examine how the United States Constitution established a system of government that has powers, responsibilities, and limits and analyze how those powers, responsibilities, and limits have changed over time.
- HS.C3.2 Analyze the origins, functions, and structures of government at the national, state, local, and tribal levels and compare with other systems of government.
- HS.C3.3 Analyze the impact of political parties, interest groups, elections, and the media on political institutions.
- HS.C3.4 Analyze the impact of constitutions, laws, treaties, charters, and agreements on the maintenance of international order.

Process, rules, and laws direct how individuals are governed and how society addresses problems.

- HS.C4.1 Evaluate multiple procedures for making governmental decisions in all three branches and at the local, state, tribal, national, and international levels in terms of the civic purpose achieved.
- HS.C4.2 Evaluate local, state, national, and international policies in terms of intended and unintended outcomes and related consequences.
- HS.C4.3 Explain the procedures for elections at the local, state, tribal, and national levels.
- HS.C4.4 Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings and at various levels.
- HS.C4.5 Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems, instances of such problems in multiple contexts, and challenges and opportunities faced by those trying to address these problems over time and place.
- HS.C4.6 Assess options for action to address local, regional, and global problems by engaging in self- reflection, strategy identification, and complex causal reasoning.

- HS.C4.7 Apply a range of deliberative and democratic strategies and procedures to make decisions in the classroom, school, and out-of-school civic contexts.

ECONOMICS

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.
- HS.E1.2 Analyze the factors that influence how and why people make budgeting and saving choices.
- HS.E1.3 Evaluate the cost and benefits of using credit.
- HS.E1.4 Compare the cost and benefits of several types of investments.
- HS.E1.5 Evaluate the ways insurance may minimize personal financial risk.

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.
- HS.E2.2 Analyze how incentives influence economic choices for individuals, institutions, and societies.
- HS.E2.3 Use cost-benefit analysis and/or marginal analysis to evaluate an economic issue.

Individuals and institutions are interdependent within market systems.

- HS.E3.1 Explain how buyers and sellers interact to create markets and market structures.
- HS.E3.2 Evaluate how numerous factors and conditions influence market prices.
- HS.E3.3 Evaluate the role of government in regulating market places.
- HS.E3.4 Explain the distinct types of business organizations and analyze the role of innovation and entrepreneurship in a market economy.

The domestic economy is shaped by interactions between government, institutions, and the private sector.

- HS.E4.1 Use economic data to analyze the health of a national economy.
- HS.E4.2 Evaluate the economic conditions that lead to fiscal and monetary policy choices and explain their impact on households and businesses.
- HS.E4.3 Explain the roles of institutions in a market economy.
- HS.E4.4 Explain the effect of advancements in technology and training on economic growth and standards of living.

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.
- 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.

GEOGRAPHY

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 and regions.
    - Key tools and representations such as maps, remotely sensed and other images, tables, and graphs
- HS.G1.2 Use geospatial tools and related technologies to construct relevant geographic data to explain spatial patterns and relationships.
    - Key tools and representations such as Google Earth, story mapping, wayfaring apps, and other geospatial technologies

Human-environment interactions are essential aspects of human life in all societies.

- HS.G2.1 Analyze interactions within and between human and physical systems.
- HS.G2.2 Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.
- HS.G2.3 Evaluate the impact of human settlement on the environment and culture- of specific places and regions.
- HS.G2.4 Evaluate the use and sustainability of natural resources.

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.
- 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.
- HS.G3.5 Evaluate the impact of social, political, and economic decisions that have caused conflict or promoted cooperation throughout time.

Global interconnections and spatial patterns are a necessary part of geographic reasoning.

- HS.G4.1 Take an active stance on a geographic issue reflecting its scale (local, regional, state, national, or global)
- HS.G4.2 Analyze patterns of global power and influence in respect to trade, demographics, politics, and resource availability and use.
- HS.G4.3 Analyze patterns of interdependence.

HISTORY

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.
- 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.
- HS.H1.4 Analyze the impact of cultural diffusion.
- HS.H1.5 Explain how religions and belief systems have affected the origins of societies.
- 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.
- HS.H1.7 Analyze how technological innovation and trade has affected economic development and transformed societies.

Cycles of conflict and cooperation have shaped relations among people, places, and environments.

- HS.H2.1 Explain multiple causes of conflict.
- HS.H2.2 Analyze approaches to conflict management and resolution.
- HS.H2.3 Evaluate the short- and long- term impacts of conflicts and their resolutions.
- HS.H2.4 Compare causes and effects of isolationism and globalism.

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.
- HS.H3.2 Analyze how ideologies, religion, and belief systems have influenced economic, political, and social institutions over time.
- HS.H3.3 Compare the ways in which economic philosophies influenced political, economic, and social developments.
- HS.H3.4 Evaluate how societies have balanced individual freedoms, responsibilities, and human dignity versus the common good.
- HS.H3.5 Explain how different labor systems developed and affected societies over time.

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.
- HS.H4.2 Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions.
- HS.H4.3 Examine how access to information and technology has been used to influence society.
- HS.H4.4 Examine how a diverse society can be a force for unity and/or disunity.