



SOCIAL STUDIES

**HIGH SCHOOL
UNITES STATES HISTORY
ACADEMIC STANDARDS**

CATALINA FOOTHILLS SCHOOL DISTRICT

Approved by the Governing Board
November 21, 2022

HIGH SCHOOL UNITED STATES HISTORY

HISTORY AND SOCIAL SCIENCE STANDARDS

Through the process of inquiry, students will explore a variety of peoples, events, and movements in United States history with a focus on the evolution of American democratic principles, changes in society, economic and geographical development, and the emergence of the United States as a global power.

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

HS.SP1.1 Evaluate how events and developments were shaped by unique circumstances of time and place as well as broader contexts.

HS.SP1.2 Analyze change and continuity in historical eras.

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

HS.SP1.3 Evaluate the significance of past events as they relate to their own lives and the world.

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.

- Generate questions to determine the significance of the actions of individuals and groups.

Explain how the historical context shapes individual and group reactions over time.

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

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

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

HS.SP2.2 Analyze the ways in which perspective shapes recorded history (*i.e., political, economic, social, religious, intellectual, artistic*).

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

HS.SP2.3 Demonstrate historical empathy when examining individuals or groups in the past whose perspectives might be very different from those held today.

- Analyze how historical figures' lived experiences, situations, and/or actions may have been influenced by their affective response based on a connection made to one's own similar yet different life experiences.

- Describe how people from the past utilized different ways of thinking that were dependent upon the political, social, and cultural context of a different time and place.

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

HS.SP3.1 Develop and frame questions about issues and events in the discipline and determine the types of sources that will be helpful in answering these questions.

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

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

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

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

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

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

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

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

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

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

HS.SP4.1 Analyze multiple and complex causes and effects of events in the past and present.

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

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

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

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

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

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

CIVICS – Anchor Standard C1: 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.C1.4 Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights (e.g., *Dred Scott*, *Black Wall Street*, *majority rules with minority rights*, etc.).

CIVICS – Anchor Standard C2: Citizens have individual rights, roles, and responsibilities.

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.

- Explain the roles of citizens historically.
- Explain the role of contemporary citizens.
- Compare the roles of citizens in the United States to the roles 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 (e.g., *Marbury v. Madison*, *Dred Scott vs. Sanford*, *Plessy v. Ferguson*, *Brown v. Board of Education*, *Roe v. Wade*, *Miranda v. Arizona*, *Citizens United*, *Executive Order 9066*, *Reconstruction Amendments*, *the 19th Amendment*, etc.).

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

CIVICS – Anchor Standard 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 is essential to effective citizenship.

HS.C3.1 Examine how the United States Constitution established a system of government that has powers, responsibilities, and limits.

HS.C3.2 Analyze the origins, functions, and structures of government at the national, state, local, and tribal levels.

- Explain the reasoning behind the functions and structures of government.
- Explain the significance of the origins, functions, and structures of government.

HS.C3.3 Analyze the impact of political parties, interest groups, elections, and the media on political institutions.

- Explain how political parties, interest groups, elections, and the media affect political institutions.

HS.C3.4 Analyze the impact of constitutions, laws, treaties, charters, and agreements on the maintenance of international order.

- Explain the role of constitutions, laws, treaties, charters, and agreements on the maintenance of international order.

CIVICS – Anchor Standard C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.

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.

- Explain multiple perspectives of the characteristics and causes of local, regional, and global problems.
- Explain the challenges and opportunities faced by those trying to address the problems in various contexts and time periods.
- Apply disciplinary (*e.g., sociological, psychological, economic, political, geographical, etc.*) and interdisciplinary (*e.g., statistical, artistic, entrepreneurial, etc.*) lenses to examine problems.

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

HS.E1.1 Evaluate how and why people make choices to improve their economic well-being (*e.g., sharecropping, stock market, Great Migration, Western Expansion, migration from rural to the urban and urban to suburb, gentrification etc.*).

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

HS.E2.1 Explain how scarcity results in economic decisions and evaluate their impact on individuals, institutions, and societies.

- Explain the role of scarcity in economic decision-making (*e.g., gasoline [and similar natural resources], land, food, water, etc.*).
- Assess the impact of economic decisions on individuals, institutions, and societies.

ECONOMICS – ANCHOR STANDARD E3: Individuals and institutions are interdependent within market systems.

HS.E3.3 Evaluate the role of government in regulating market places.

- Explain the role of the government in regulating market places.

HS.H3.3 Compare the ways in which economic philosophies influenced political, economic, and social developments (*i.e., John Locke vs. Karl Marx, market/command/traditional economies, Keynesian Economics, rationing, etc.*).

ECONOMICS – ANCHOR STANDARD E4: Individuals and institutions are interdependent within market systems.

HS.E4.4 Explain the effect of advancements in technology and training on economic growth and standards of living.

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

HS.E5.1 Evaluate the advantages and disadvantages of global trade.

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

HS.E5.4 Explain how national economies influence trade.

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

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

HS.G2.2 Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions (e.g., *National Park program, Industrialization, Western Expansion, railroads, Interstate-Highway Act, etc.*).

HS.G2.3 Evaluate the impact of human settlement on the environment and culture-of specific places and regions (e.g., *California Gold Rush, air conditioning in the Southwest, Tennessee Valley Authority, Colorado River, Hoover Dam, Central Arizona Project, Environmental Protection Agency, etc.*).

HS.G2.4 Evaluate the use and sustainability of natural resources.

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

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

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

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

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

HS.G3.4 Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration settlement (e.g., *Industrial Revolution, religious movements*).

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

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

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

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

HS.G4.3 Analyze patterns of interdependence.

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

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

HS.H1.1 Explain the process of state-building, expansion, and dissolution.

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.H1.6 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.

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

HS.H2.1 Explain multiple causes of conflict.

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.

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

HS.H3.1 Analyze how societies, leaders, institutions, and organizations respond to societal needs and changes (i.e., *Founding Fathers through modern times, Reconstruction under Andrew Johnson, Cold War policies*).

HS.H3.2 Analyze how ideologies, religion, and belief systems have influenced economic, political, and social institutions over time (*i.e.*, *Colonization, The Great Awakening, Social Darwinism, the Great Depression, New Deal, Executive Order 9066, Military Industrial Complex*).

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

HS.H3.4 Evaluate how societies have balanced individual freedoms, responsibilities, and human dignity versus the common good (*i.e.*, *Bill of Rights, Federalist Papers, Manifest Destiny, urban versus rural societal conflicts*).

HS.H3.5 Explain how different labor systems developed and affected societies over time (*i.e.*, *Trans-Atlantic Slave Trade, Slave labor vs. Free Labor, Sharecropping, Great Migration, Industrialization*).

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

HS.H4.1 Examine how historically marginalized groups have affected change on political and social institutions (*i.e.*, *Bacon's Rebellion, Whiskey Rebellion, Bleeding Kansas, Slave rebellions, Seneca Falls Convention, Reconstruction Amendments, Women's March, Civil Rights*).

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

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

HS.H4.4 Examine how a diverse society can be a force for unity and/or disunity (*i.e.*, *Dred Scott Decision, Catholics v. Protestants, Plessy V. Ferguson, American Prosperity post WWII, Vietnam War, etc.*).