



SOCIAL STUDIES

HIGH SCHOOL PERSPECTIVES ON MODERN HISTORY

ACADEMIC STANDARDS

CATALINA FOOTHILLS SCHOOL DISTRICT

Approved by the Governing Board
May 14, 2024

HIGH SCHOOL PERSPECTIVES ON MODERN HISTORY

HISTORY AND SOCIAL SCIENCE STANDARDS

Through the process of inquiry, high school students will study significant issues and events after the Cold War by exploring historical and geographical contexts. The course emphasizes a historical approach but focuses on how patterns of the past remain active in current events. Students will use evidence to analyze events, view them critically, and formulate their own conclusions about them. They will conduct inquiry-based research and generate claims or theses about issues, explaining and supporting them in writing.

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.

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 example 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.

- 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 (e.g., social media, news reports)

- 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.C1.2 Evaluate how society and political systems in different contexts promote civic virtue and democratic principles established by the founding documents.

- Compare how documents from various countries are interpreted over different time periods (*e.g., evaluating how quotes taken from previous leaders are used in modern politics, etc.*).
- Explain how the context shapes the interpretation of the founding document from the U.S. and other countries (*e.g., treaties, constitutions, and different legal documents*).

HS.C1.4 Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights.

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

HS.C2.4 Analyze the responsibilities of citizens.

- Compare the responsibilities of citizens across different nations.

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

HS.C4.2 Evaluate local, state, national, and international policies in terms of intended and unintended outcomes and related consequences.

- Assess the outcomes and consequences of local, state, national, and international policies.

HS.C4.4 Analyze the purpose, process, implementation, and consequences of decision making and public policies at multiple settings and at various levels.

- Explain the intended and unintended consequences of decision making and public policies.

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.

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.

- Evaluate the pros and cons of various options for action to address local, regional, and global problems.
- Reflect on personal motivation, resources, and context to determine what action to take.
- Analyze short- and long-term consequences to select the most appropriate action(s) to address local, regional, and global problems.

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.

- Explain the strategies and procedures to make decisions in the classroom, school and out-of-school civic contexts.
- Assess which strategy is most effective given the context.

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

HS.E1.1 Evaluate how (e.g., *migration, employment, voting*) and why (e.g., *motivations to why people leave or come to a country or region*) people make choices to improve their economic well-being.

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

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

- Explain the role of scarcity in economic decision making.
- Assess the impact of economic decisions on individuals, institutions, and societies (e.g., *treaties, UN pacts, trade agreements, tariffs, financial aid, military support, relief efforts*).

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

ECONOMICS – ANCHOR STANDARD E4: The domestic economy is shaped by interactions between government, institutions, and the private sector.

HS.E4.4 Explain the effect of advancements in technology and training on economic growth and standards of living (e.g., *private sector, countries with an isolationist approach [closed off], hyper-focused*).

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

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.

- Analyzing the impact of physical systems (*e.g., landforms, water, soil, climate*) on human systems in societies
- Explain the interactions between human systems (*e.g., struggles across social classes such as the Arab Spring and Occupy Wall Street; struggles across cultures; e.g., War on Terror*).

HS.G2.2 Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions (*e.g., Brexit and the European Union, Iraqi Burn Pits, Burma Coup, China island building, North Korea, Russo-Ukraine War, Israel-Palestine conflicts, Taliban, etc.*).

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

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, United Nations, North Atlantic Treaty Organization, United States-Mexico-Canada Agreement, border conflicts, civil wars, global terrorism, and globalization*).

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

HS.G4.2 Analyze patterns of global power and influence in respect to trade, demographics, politics, and resource availability and use (*e.g., OPEC, NATO, USMCA, EU, Russo-Chinese alliance*).

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, exhaustion of natural resources*).

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

HS.H1.2 Explain and compare how social, cultural, and environmental factors influenced state-building, expansion, and dissolution (*e.g., Paris Climate Accords, Iran Nuclear Deal, NATO expansion in Europe, climate change*).

HS.H1.4 Analyze the impact of cultural diffusion (*e.g., social media*).

5/24 – CFSD Social Studies [History & Social Science Standards] | Adopted by the Governing Board on 5/14/24

HS.H1.6 Analyze the relationship among different regional, social, ethnic, and racial groups and explain how these groups' experiences have related to national identities (e.g., *Sunni/Shia Muslims, ISIS and the Taliban, Iran and Saudi Arabia etc.*).

HS.H1.7 Analyze how technological innovation and trade has affected economic development and transformed societies (e.g., *navigational technology, military technology, social media etc.*).

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

HS.H2.1 Explain multiple causes of conflict (i.e., *ethnic, racial, territorial disputes, resource acquisition, religious*).

HS.H2.3 Evaluate the short- and long- term impacts of conflicts and their resolutions (e.g., *wars in Iraq, Afghanistan, and Ukraine*).

HS.H2.4 Compare causes and effects of isolationism and globalism (i.e., *Brexit, NATO expansion, Russian aggression*).

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 (e.g., *United Nations, European Union, World Trade Organization, OPEC, NATO*).

HS.H3.2 Analyze how ideologies, religion, and belief systems have influenced economic, political, and social institutions over time (e.g., *The Taliban, the Islamic State*).

- 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 (e.g., *Declaration of the Rights of Man and Citizens, Arizona State Constitution, U.S. Constitution*).

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 (including, but not limited to: race, gender, religion, sexual orientation) groups have affected change on political and social institutions (i.e., *Stonewall Riots, Ferguson Riots, etc.*).

HS.H4.3 Examine how access to information and technology has been used to influence society (e.g., *Arab Spring, March for Our Lives, #MeToo, BLM, etc.*).

HS.H4.4 Examine how a diverse society can be a force for unity and/or disunity (e.g., *9/11, Hong Kong Protests, Post-war Afghanistan*).