Scope and Sequence: A Pathway to Learning for Social Studies High School World History

Introduction
This scope and sequence is a product of collaborative efforts from secondary department heads and their respective departments and the Office of Learning and Instruction at the Amphitheater district offices. This document aims to provide a framework for each secondary social studies course that does the following:

- Prioritizes standards that have a high impact on student learning
- Identifies supporting standards for those priorities
- Creates equity of learning between sites
- Provides an easy to follow framework for personalized learning

Due to the open-ended and broad nature of Arizona's Social Studies standards, the team started by establishing a set of topics and the order they are taught in each course. Within each topic there are one or more essential questions and/or tasks, some key vocabulary and concepts, and priority and support standards. This information serves as a bare minimum for what should be covered within each topic. As the content expert, teachers then have the freedom to add to and plan inquiry based units around the framework provided by this document.

Arc of Inquiry
The Social Studies standards were designed to work within the arc of inquiry, as outlined within the state documentation. When creating this scope and sequence, the arc of inquiry was a driving factor in how essential questions/tasks were designed. In order to have students critically engage with Social Studies content, it is vital to have open-ended, inquiry based questions and tasks that challenge student thinking and ask them to apply the concepts they have learned about. For more information about the arc of inquiry, refer to the [Arizona History and Social Science Standards.](#)

Framework for Success
One of the major goals of this scope and sequence is to provide a definitive framework for teachers to design their units around. By emphasizing priority standards, homogenizing _some_ key concepts and vocabulary, and providing a topic wide emphasis (essential questions), teachers can then focus on creating rigorous, engaging, and creative units while ensuring what one student is learning at one school will be similar to another student at a different school. This framework does not prescribe activities for each topic or have scripted lessons. Instead, it frees up teachers to focus more on the "how" of teaching instead of the "what". Each classroom has learners with different needs, so it is of the utmost importance that teachers focus on meeting those learners where they are but still maintain some equity across sites.

Flexible Document

As teachers work with the document throughout the school year, there will inevitably be feedback for improvements, additions, and/or refinement, and that feedback will be crucial for all parties to continue to make decisions that are focused on student learning. This is a version of a scope and sequence, and may change or evolve to meet the needs of teachers and the district. However, this scope and sequence represents a starting point for future editions and provides a foundation going forward.

The Office of Learning and Instruction extends special gratitude to the Amphitheater educators who were contributing members of this curricular resource development team.

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Priority standards that should be addressed in every topic/unit.

- HS.SP1.1: Evaluate how events and developments were shaped by unique circumstances of time and place as well as broader contexts
- HS.SP2.1: Analyze how contexts shaped and continue to shape people's perspectives
- 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 nonlinear) examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation.
- HS.SP4.1: Analyze multiple and complex causes and effects of events in the past and present.
- HS.SP4.3: Integrate evidence from multiple relevant sources and interpretations into a reasoned argument.

Supporting standards that can be embedded in all topics:

Skills and Processes:

- 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.
- 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.
- 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.SP3.8 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.
- HS.SP4.2 Distinguish between long-term causes and triggering events in developing an 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.

Topic	Suggested Time Frame:	
World Religions	**Quarter # 1**	**6 weeks**

Priority Cluster and Standard(s):	Supporting Standards:
- 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.G2.3: Evaluate the impact of human settlement on the environment and culture of specific places and regions.	- 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 - HS.G2.1 Analyze interactions within and between human and physical systems. - HS.G3.4 Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration settlement - HS.H1.3 Evaluate the consequences that resulted from civilizational and cultural interactions. - 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.H3.2 Analyze how ideologies, religion, and belief systems have influenced economic, political, and social institutions over time. - HS.H4.2 Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions.

Essential Question(s):
- How did geography impact the development (& spread) of religion?   - How did religion impact the development of societies?   - Compare & contrast religions in terms of origins, practices and beliefs.

Key Concept(s):	Key Vocabulary:
Geographic region: Map of Asia - Hinduism - Buddhism - Taoism - Confucianism - Shintoism - Judaism - Christianity - Islam - Sikhism	- Polytheism - Monotheism - Philosophy - Sacred Text - Place of Worship - Rituals/Practices - Indigenous

Topic	Suggested Time Frame:	
Renaissance	**Quarter # 1**	**2 weeks**

Priority Cluster and Standard(s):	Supporting Standards:
- HS.SP1.1: Evaluate how events and developments were shaped by unique circumstances of time and place as well as broader contexts - HS.SP2.1: Analyze how contexts shaped and continue to shape people's perspectives	- HS.G3.5 Evaluate the impact of social, political, and economic decisions that have caused conflict or promoted cooperation throughout time. - HS.H1.3 Evaluate the consequences that resulted from civilizational and cultural interactions. - HS.H1.5 Explain how religions and belief systems have affected the origins of societies - HS.H3.2 Analyze how ideologies, religion, and belief systems have influenced economic, political, and social institutions over time. - 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

Essential Question(s):

- How did various aspects of society change during the Renaissance and what were the long term impacts?

Key Concept(s):	Key Vocabulary:
Geographic region: Map of Europe - Causes of the Renaissance - New values & ideas - Art, architecture, literature	- Renaissance - Values: Humanism, Individualism, Secularism, Skepticism, Well-Roundedness, Classicism - Patronage - Greco-Roman

Topic	Suggested Time Frame:	
Reformation	**Quarter # 1**	**1 week**

Priority Cluster and Standard(s):	Supporting Standards:
● HS.H3.1: Analyze how societies, leaders, institutions, and organizations respond to societal needs and changes.	● HS.G3.5 Evaluate the impact of social, political, and economic decisions that have caused conflict or promoted cooperation throughout time. ● HS.H1.3 Evaluate the consequences that resulted from civilizational and cultural interactions. ● HS.H1.5 Explain how religions and belief systems have affected the origins of societies ● HS.H2.2 Analyze approaches to conflict management and resolution ● HS.H3.2 Analyze how ideologies, religion, and belief systems have influenced economic, political, and social institutions over time. ● 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

Essential Question(s):
- How did Reformation inspire political and social change?
- Compare and contrast new religions formed as a result of Reformation.

Key Concept(s):	Key Vocabulary:
● Causes of Reformation ● Martin Luther & 95 Theses ● New Religions ● Counter-Reformation	● Reformation ● Indulgences ● Inquisition ● New religions: Protestantism, Jesuits, Anglican, Lutheran, Calvinism

Topic	Suggested Time Frame:	
Exploration	**Quarter # 2**	**2 weeks**

Priority Cluster and Standard(s):	Supporting Standards:
● 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.SP3.7: Construct and present explanations using sound reasoning, correct sequence (linear and nonlinear) examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation. ● HS.H1.2: Explain and compare how social, cultural, and environmental factors influenced state-building, expansion, and dissolution.	● 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. ● HS.G3.4 Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration settlement ● HS.H1.1 Explain the process of 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.H2.4 Compare causes and effects of isolationism and globalism. ● HS.H3.3 Compare the ways in which economic philosophies influenced political, economic, and social developments ● HS.H4.3 Examine how access to information and technology has been used to influence society

Essential Question(s):

● How did the Scientific Revolution contribute to the Age of Exploration?
● How did Exploration impact societies in the Americas, Africa and Europe?
● Explain the effects of Exploration (religious, economic, political).

Key Concept(s):	Key Vocabulary:
● **Geographic Region: Map of the Americas** ● Motives of Exploration: "3 G's" (Gold, God, Glory) ● Scientific Revolution ● Key Explorers & their "discoveries" ● Colonization ● Impact on indigenous groups (Aztec/Inca) ● Trade routes	● Scientific advancements: Circumnavigation, Heliocentrism, Caravel, Astrolabe ● Cultural diffusion ● Triangular Trade ● Columbian Exchange ● Slave Trade (Middle Passage) ● Colony ● Empire ● Conquistador

Topic	Suggested Time Frame:	
Enlightenment	**Quarter # 2**	**1 week**

Priority Cluster and Standard(s):	Supporting Standards:
- HS.SP1.1: Evaluate how events and developments were shaped by unique circumstances of time and place as well as broader contexts. - HS.SP2.1: Analyze how contexts shaped and continue to shape people's perspectives.	- HS.C2.4 Analyze the responsibilities of citizens. - HS.H1.1 Explain the process of state-building, expansion, and dissolution. - HS.H1.4 Analyze the impact of cultural diffusion. - HS.H3.2 Analyze how ideologies, religion, and belief systems have influenced economic, political, and social institutions over time. - HS.H3.4 Evaluate how societies have balanced individual freedoms, responsibilities, and human dignity versus the common good. - HS.H4.2 Explain how artistic, philosophical, and scientific ideas have developed and shaped society and 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

Essential Question(s):

- Explain the causes of the Enlightenment and how it changed thinking at the time.
- How did the ideas of the Enlightenment influence modern ideas?

Key Concept(s):	Key Vocabulary:
- Causes of the Enlightenment - Key philosophers: Locke, Rousseau, Voltaire, Montesquieu, Wollstonecraft, Hobbes - New ideas (& spread of ideas)	- Inalienable rights - Separation of powers (branches) - Philosophy - Social contract

Topic	Suggested Time Frame:	
Revolutions	**Quarter # 2**	**4 weeks**

Priority Cluster and Standard(s):	Supporting Standards:
● HS.SP3.6: Construct and present explanations using sound reasoning, correct sequence (linear and nonlinear) examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation. ● HS.SP4.3: Integrate evidence from multiple relevant sources and interpretations into a reasoned argument. ● HS.C2.3: Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases.	● HS.C1.2 Evaluate how society and political systems in different contexts promote civic virtue and democratic principles established by the founding documents. ● HS.C1.4 Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights. ● HS.G3.5 Evaluate the impact of social, political, and economic decisions that have caused conflict or promoted cooperation throughout time. ● HS.H1.1 Explain the process of state-building, expansion, and dissolution. ● HS.H1.3 Evaluate the consequences that resulted from civilizational and cultural interactions. ● HS.H1.5 Explain how religions and belief systems have affected the origins of societies ● HS.H2.2 Analyze approaches to conflict management and resolution ● HS.H3.2 Analyze how ideologies, religion, and belief systems have influenced economic, political, and social institutions over time. ● HS.H3.5 Explain how different labor systems developed and affected societies over time.

Essential Question(s):

- How did the Age of Enlightenment contribute to revolutions?
- How did the American Revolution inspire revolutions?
- How did political, economic and social factors contribute to the cause of revolution in France and the United States?
- Compare and contrast the revolutions.
- How did revolutions influence the creation of modern governments?

Key Concept(s):	Key Vocabulary:
● Causes and Effects of American Revolution (brief overview) ● Causes of French Revolution (monarchy, estates, economy) ● Key events of French Revolution (Constitutions, radical shift, Reign of Terror) ● Napoleon (rise, rule, fall) ● Causes of Latin American Revolutions (social hierarchy, economic, political) ● Revolutions in the Americas (Haiti, Mexico, etc) ● Key Revolutionary Figures (Bolivar, Hidalgo, San Martin)	● Revolution ● Sovereignty ● Republic ● Democracy ● Monarchy (absolute, limited) ● Peninsulares, Creoles, Mestizo, Mulatto

Topic		Suggested Time Frame:	
Industrial Revolution		**Quarter # 2**	**1 week**
Priority Cluster and Standard(s):		**Supporting Standards:**	
- HS.E5.2: Evaluate how interdependence impacts individuals, institutions, and societies. - HS.H1.7: Analyze how technological innovation and trade has affected economic development and transformed societies.		- HS.E5.1 Evaluate the advantages and disadvantages of global trade. - HS.G2.4 Evaluate the use and sustainability of natural resources. - HS.G4.3 Analyze patterns of interdependence. - HS.H3.3 Compare the ways in which economic philosophies influenced political, economic, and social developments - HS.H3.5 Explain how different labor systems developed and affected societies over time.	
Essential Question(s):			
- Explain the effects of new inventions and technologies of the Industrialization Revolution. - Examine the effects of industrialization on urbanization, politics and economic systems.			
Key Concept(s):		**Key Vocabulary:**	
- Causes of the Industrial Revolution - New inventions & technologies - Urban migration (& impact - working/living conditions) - Political and Economic Effects of Industrialization		- Capital - Industrialization - Urbanization - Tenements - Rural vs Urban - Capitalism - Marxism	

Topic	Suggested Time Frame:	
Imperialism	**Quarter # 3**	**2 weeks**

Priority Cluster and Standard(s):	Supporting Standards:
- HS.SP4.1: Analyze multiple and complex causes and effects of events in the past and present. - HS.E2.1: Explain how scarcity results in economic decisions and evaluate their impact on individuals, institutions, and societies.	- HS.G2.4 Evaluate the use and sustainability of natural resources. - HS.G3.5 Evaluate the impact of social, political, and economic decisions that have caused conflict or promoted cooperation throughout time. - HS.G4.3 Analyze patterns of interdependence. - HS.H1.1 Explain the process of 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.H2.2 Analyze approaches to conflict management and resolution - HS.H2.4 Compare causes and effects of isolationism and globalism. - HS.H3.3 Compare the ways in which economic philosophies influenced political, economic, and social developments - HS.H4.4 Examine how a diverse society can be a force for unity and/or disunity.

Essential Question(s):

- Examine the causes of Imperialism in Africa and Asia.
- How did Industrialization lead to imperialism?
- Describe the effects of imperialism on the native people of Asia and Africa.

Key Concept(s):	Key Vocabulary:
Geographic Region: Map of Africa - Motives of imperialism - Colonization & division of Africa - Colonization & division of Asia - Resistance towards imperialism - Key figures within imperialism (King Leopold, David Livingstone, Muhammad Ali, Boxers)	- Imperialism - Colonization - Resource scarcity - Direct vs indirect rule - Partition - Open Door Policy - Nationalism - Opium Wars

Topic	Suggested Time Frame:	
World War I	**Quarter # 3**	**2 weeks**

Priority Cluster and Standard(s):	Supporting Standards:
● HS.H2.1: Explain multiple causes of conflict. ● HS.H2.3: Evaluate the short- and long- term impacts of conflicts and their resolutions	● HS.G3.5 Evaluate the impact of social, political, and economic decisions that have caused conflict or promoted cooperation throughout time. ● HS.H1.1 Explain the process of state-building, expansion, and dissolution. ● 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.H2.2 Analyze approaches to conflict management and resolution ● HS.H2.4 Compare causes and effects of isolationism and globalism. ● HS.H4.4 Examine how a diverse society can be a force for unity and/or disunity.

Essential Question(s):

● How did new technologies affect the fighting of World War I?
● Examine support and opposition to the Treaty of Versailles

Key Concept(s):	Key Vocabulary:
● Long term causes of WWI (MAIN) ● Assassination of Archduke Ferdinand ● Fighting WWI (trench warfare, naval) ● New weapon technology ● Treaty of Versailles ● Political, economic, social effects of war	● Militarism ● Alliances ● Imperialism ● Nationalism ● War of Attrition ● Reparations ● League of Nations

Topic	Suggested Time Frame:	
Inter-War Period	**Quarter # 3**	**2 weeks**

Priority Cluster and Standard(s):	Supporting Standards:
● HS.H2.3: Evaluate the short- and long- term impacts of conflicts and their resolutions	● 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.H1.3 Evaluate the consequences that resulted from civilizational and cultural interactions. ● HS.H2.2 Analyze approaches to conflict management and resolution ● HS.H2.4 Compare causes and effects of isolationism and globalism. ● HS.H3.3 Compare the ways in which economic philosophies influenced political, economic, and social developments ● HS.H4.3 Examine how access to information and technology has been used to influence society

Essential Question(s):

● How did the tension after the Treaty of Versailles lead to World War II?
  ○ How did the worldwide economic downturn lead to the rise of totalitarian leaders?
  ○ Why did the League of Nations fail to prevent another major war?

Key Concept(s):	Key Vocabulary:

● Post-WWI Economics: Great Depression
● Post-WWI Political changes
  ○ Russian Revolution
  ○ Rise of dictators - Japan, Italy, Germany
  ○ Struggles for democracy: US, Britain, France
  ○ Post-WWI Civil Wars
	● Fascism
	● Totalitarianism
	● Marxism, socialism, communism
	● Hitler, Mussolini, Stalin
	● Militarism in Japan

Topic	Suggested Time Frame:	
World War II	**Quarter # 4**	**3 weeks**

Priority Cluster and Standard(s):	Supporting Standards:
- HS.H2.1: Explain multiple causes of conflict. - HS.H2.3: Evaluate the short- and long- term impacts of conflicts and their resolutions	- HS.G3.5 Evaluate the impact of social, political, and economic decisions that have caused conflict or promoted cooperation throughout time. - 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.H2.2 Analyze approaches to conflict management and resolution - HS.H2.4 Compare causes and effects of isolationism and globalism. - HS.H3.3 Compare the ways in which economic philosophies influenced political, economic, and social developments - 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.

Essential Question(s):

- How did fighting in Europe and Asia compare?
- What are the major differences between WWI and WWII and why did the differences exist?
- How did the effects of WWII contribute to the Cold War?

Key Concept(s):	Key Vocabulary:
- WWII in Europe - WWII in Asia - Technological/weapon advances - War Crimes - End of war (treaties) - Formation of United Nations - Long-term impact (political, social, economic)	- Total War - Blitzkrieg - Island Hopping - Kamikaze - Holocaust - Genocide - Propaganda

Topic	Suggested Time Frame:	
Decolonization	**Quarter # 4**	**1 week**

Priority Cluster and Standard(s):	Supporting Standards:
- HS.H4.1: Examine how historically marginalized groups have affected change on political and social institutions. - HS.H2.3: Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases.	- HS.C1.2 Evaluate how society and political systems in different contexts promote civic virtue and democratic principles established by the founding documents. - HS.H1.1 Explain the process of state-building, expansion, and dissolution. - HS.H1.3 Evaluate the consequences that resulted from civilizational and cultural interactions. - 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.H3.3 Compare the ways in which economic philosophies influenced political, economic, and social developments - HS.H4.4 Examine how a diverse society can be a force for unity and/or disunity.

Essential Question(s):
- Compare and contrast post-war decolonization in various areas around the world   - How did World War II cause a global shift towards decolonization?

Key Concept(s):	Key Vocabulary:
- Effects of WWII → creation of UN, human rights principles (causes of decolonization) - Decolonization movements in Africa (South Africa) - Decolonization movements in Asia (India)	- Apartheid - Civil Disobedience - United Nations

Topic	Suggested Time Frame:	
Cold War	**Quarter # 4**	**3 weeks**

Priority Cluster and Standard(s):	Supporting Standards:
- HS.H2.1: Explain multiple causes of conflict. - HS.H2.3: Evaluate the short- and long- term impacts of conflicts and their resolutions	- HS.G3.5 Evaluate the impact of social, political, and economic decisions that have caused conflict or promoted cooperation throughout time. - HS.G4.3 AnaHS.H2.2 Analyze approaches to conflict management and resolution lyze patterns of interdependence. - HS.H1.1 Explain the process of state-building, expansion, and dissolution. - HS.H2.4 Compare causes and effects of isolationism and globalism. - HS.H3.3 Compare the ways in which economic philosophies influenced political, economic, and social developments - 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.

Essential Question(s):
- Why were the United States and the Soviet Union left as the two world superpowers after World War II?   - What were the sources of tension between the United States and Soviet Union?   - How did the Cold War affect countries beyond the United States and Soviet Union?

Key Concept(s):	Key Vocabulary:
- Effects of WWII (as causes of Cold War) → Division of Germany, Soviet occupation of Eastern Europe, US occupation of Japan - Goals, fears & strategies of superpowers - Key Cold War figures (Castro, Mao, Ho) - End of Cold War & fall of USSR	- Cold War - Brinkmanship - Espionage - Proxy War - Space Race - Arms Race - Warsaw Pact - NATO

Topic	Suggested Time Frame:

Contemporary Global Issues	Quarter # 4	2 weeks

Priority Cluster and Standard(s):	Supporting Standards:
● HS.G2.2 Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.	● HS.C1.4 Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights. ● HS.C2.4 Analyze the responsibilities of citizens. ● HS.C3.4 Analyze the impact of constitutions, laws, treaties, charters, and agreements on the maintenance of international order ● HS.C4.2 Evaluate local, state, national, and international policies in terms of intended and unintended outcomes and related consequences. ● 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.E5.1 Evaluate the advantages and disadvantages of global trade. ● HS.E5.4 Explain how national economies influence trade. ● 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.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.H2.4 Compare causes and effects of isolationism and globalism. ● HS.H4.4 Examine how a diverse society can be a force for unity and/or disunity.

Essential Question(s):
● Evaluate political trends post-World War II and their significance. ● How are social challenges shaping the modern world?

Key Concept(s):	Key Vocabulary:

● Political challenges in the modern world (genocide, nation-building, conflict in Middle East) ● Social challenges in the modern world (global poverty, human rights, population trends) ● Modern economic systems (globalization, trade)	● Green Revolution ● Arab Spring ● European Union