

# World History

## Since 1450

# Social Studies

## Academic Standards

Revised 2022

Course/Unit Credit: 1

Course Number: 471000

Teacher Licensure: Please refer to the Course Code Management System (<https://adedata.arkansas.gov/ccms/>) for the most current licensure codes.

Grades: 9-12

Prerequisites: None

## World History Since 1450 Academic Standards & Disciplinary Concepts

### Course Focus and Content

In Grade 6, students study world history from the beginnings of human civilization through 1500 CE, correlating civics, economics, and geography to the historic eras. World History 9-12 provides an in-depth study of the history of human society from Era 6: Emergence of First Global Age 1450-1770 to Era 9: Twentieth Century since 1945. World History is designed to assist students in understanding the human condition, how people and countries of the world have become increasingly interconnected across time and space, and the ways different people view the same event or issue from a variety of perspectives. This course develops an understanding of the historical roots of current world issues, especially as they pertain to international/global relations. It requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. World History references the eras and time periods from the National Center for History in the Schools.

### Integrating Standards and Selecting Content Topics

The disciplinary strands, standards, components, and the Knowledge and Skill Performance Expectations (KPEs and SPEs) are meant to be taught in an integrated manner, not in isolation. For example, a student might be studying an historical event or person while also learning specific civics, economics, geography, and/or history standards. The KPEs and SPEs require conceptual understanding which can be applied to future learning and additional content that may not be listed in the standards. The goal of knowledge acquisition in K-12 is for students to build knowledge and have experiences with content topics connected to their communities, the state of Arkansas, the United States, and the world. A thematic continuum of learning is provided to clarify (Figure 1) the expansion of learning from community to state to the world.

### Related Laws for Social Studies

- A.C.A. § 1-5-109. Prisoners of War Remembrance Day.
- A.C.A. § 1-5-112. POW/MIA Recognition Day.
- A.C.A. § 1-5-113. Native American Heritage Week.
- A.C.A. § 1-5-114. Juneteenth Independence Day.
- A.C.A. § 1-5-119. Sultana Disaster Remembrance Day.
- A.C.A. § 6-16-101. Celebrate Freedom Week.
- A.C.A. § 6-16-105. United States Flag.
- A.C.A. § 6-16-106. Arkansas Flag.
- A.C.A. § 6-16-107. Patriotic Observances Generally.
- A.C.A. § 6-16-108. Recitation of the Pledge of Allegiance.
- A.C.A. § 6-16-111. Morals, Manners, Patriotism, and Business and Professional Integrity.
- A.C.A. § 6-16-121. African-American History – Teaching materials.
- A.C.A. § 6-16-122. American Heritage.
- A.C.A. § 6-16-148. Foundation of certain social studies or history courses offered in grades seven through twelve.
- A.C.A. § 6-16-154. Holocaust Education.
- A.C.A. § 6-16-124. Arkansas History – Required Social Studies Course.
- A.C.A. § 6-17-703. Arkansas History Professional Development.

**Teacher Note:** Not all state statutes apply to the current grade level content.

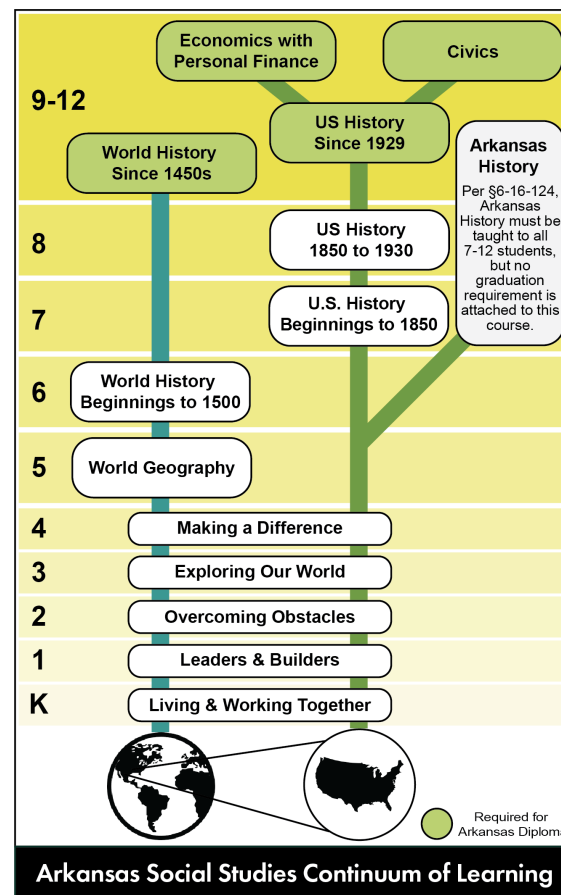


Figure 1

# World History Since 1450 Academic Standards & Disciplinary Concepts

## Skills and Application

Throughout the course, students will develop and apply disciplinary literacy skills: reading, writing, speaking, and listening. As students seek answers to compelling and supporting questions, they will examine a variety of primary and secondary sources and communicate responses in multiple ways, including oral, visual, and written forms. Students must be able to select and evaluate sources of information, draw and build upon ideas, explore issues, examine data, and analyze events from the full range of human experience to develop critical thinking skills essential for productive citizens. *World History Since 1450 is required by the Standards for Accreditation and does not need Arkansas Department of Education approval.* These standards do not meet the Grades 7-12 Arkansas History requirement as defined in Act 787 of 1997. Refer to the Arkansas History Academic Standards written for the course in Grades 7-8 or the Arkansas History Curriculum Framework for the course in Grades 9-12 to fulfill the one semester Arkansas History requirement as defined in Act 787 of 1997.

## Nomenclature Explained

**■** icon indicates KPEs or SPEs that focus on topics in K-6 which relate to Arkansas and may be used to fulfill A.C.A. § 6-16-124

"C.1" indicates the first civics disciplinary standard

"2" specifies that it is an expectation for 2nd grade

"3" indicates which knowledge or skill performance expectation

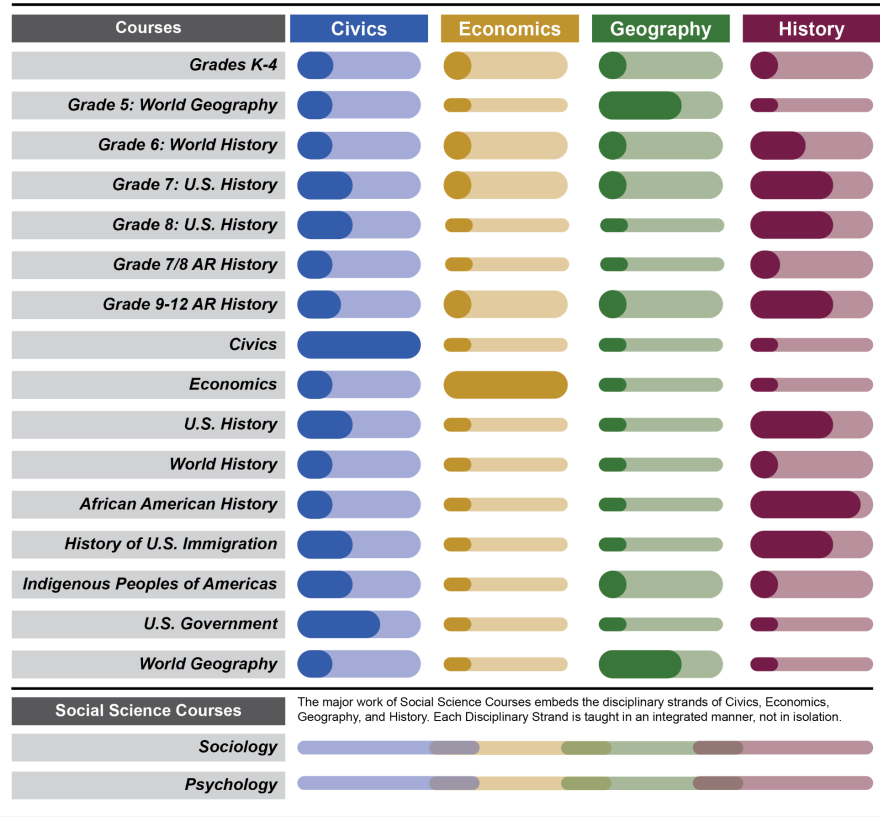
**C.1.2.3**

## Primary and Secondary Sources and Disciplinary Literacy Standards

The Disciplinary Literacy Standards for History/Social Studies guide students with the specific skills they need to engage with all social studies content. These reading and writing skills are separated by grade bands and include the use of primary and secondary sources, analysis of content from a variety of perspectives, and assessment of the credibility and accuracy of sources. Teachers should access the Disciplinary Literacy Standards Resource for History/Social Studies document through the Division of Elementary and Secondary Education website.

## Integration of Disciplinary Strands

The following graphic demonstrates the integration of the Disciplinary Strands and highlights the emphasis of the Disciplinary Standards within and across each grade and/or course.



## World History Since 1450 Academic Standards & Disciplinary Concepts

### The College, Career, and Civic Life C3 Framework for Social Studies State Standards

The acquisition of content knowledge and skills is paramount in a robust social studies program rooted in inquiry. The chart below summarizes social studies practices in four Dimensions.

- **Dimensions 1, 3, and 4** of the College, Career, and Civic Life C3 Framework for Social Studies State Standards. These practices should be addressed throughout Grades K-12, building as students acquire the skills.
- **Dimension 2** Applying Disciplinary Concepts and Tools sets forth the conceptual content, and the alignment to this dimension is embedded in the KPEs and SPEs.

Dimension 1 Developing Questions and Planning Inquiries	Dimension 3 Evaluating Sources and Using Evidence	Dimension 4 Communicating Conclusions and Taking Informed Action
<ol style="list-style-type: none"> <li>1. Construct compelling questions that promote inquiry around key ideas and issues</li> <li>2. Develop supporting questions that contribute to inquiry: identifying facts, concepts, and interpretations</li> <li>3. Answer compelling and supporting questions using appropriate and available sources that consider multiple points of view</li> </ol>	<ol style="list-style-type: none"> <li>4. Gather relevant information from multiple perspectives and a variety of sources; evaluate the credibility of the source by determining its relevance and intended use</li> <li>5. Use evidence from multiple sources to answer compelling and supporting questions by developing arguments with claims, counterclaims, and explanations</li> </ol>	<ol style="list-style-type: none"> <li>6. Construct arguments and explanations that convey ideas and perspectives to appropriate audiences using print, oral, and digital technologies</li> <li>7. Critique the credibility, relevance, and use of evidence in arguments and explanations proposed by self and others</li> <li>8. Use disciplinary lenses within the social sciences to understand local, regional, and global problems, propose solutions, or assess strategies and options for action while applying deliberative processes</li> </ol>

Dimension 2 <sup>1</sup> Applying Disciplinary Concepts and Tools				
Civics	Economics	Geography	History	Social Sciences
<ul style="list-style-type: none"> <li>• Civic and Political Institutions</li> <li>• Participation and Deliberation</li> <li>• Processes, Rules, and Laws</li> </ul>	<ul style="list-style-type: none"> <li>• Economic Decision-Making</li> <li>• Exchange and Markets</li> <li>• Growth and Stability</li> <li>• The National Economy</li> <li>• The Global Economy</li> </ul>	<ul style="list-style-type: none"> <li>• Geographic Representations: <i>Spatial Views of the World</i></li> <li>• Human-Environment Interaction: <i>Place, Regions, and Culture</i></li> <li>• Human Populations: <i>Spatial Patterns and Movements</i></li> <li>• Global Interconnections: <i>Global Spatial Patterns</i></li> </ul>	<ul style="list-style-type: none"> <li>• Change, Continuity, and Context</li> <li>• Perspectives</li> <li>• Historical Sources and Evidence</li> <li>• Causation and Argumentation</li> </ul>	<ul style="list-style-type: none"> <li>• Psychology</li> <li>• Sociology</li> </ul>

<sup>1</sup> Organizational structure of the Social Studies Academic Standards is based on disciplinary strands in the C3 Framework.

## World History Since 1450 Academic Standards & Disciplinary Concepts

### K-12 Disciplinary Standards Overview

Civics	Economics	Geography	History
<p>C.1 Students will understand the impact of origins, structures, and functions of institutions and laws on society and citizens. This includes personal civic rights, roles, responsibilities, and processes by which laws are made and amended.</p> <p>C.2 Students will understand the structure and functions of various types of government and how they exercise their powers.</p> <p>C.3 Students will understand the role of citizens in society, the ways the government protects the rights of citizens, the electoral process, and the role of political parties.</p> <p>C.4 Students will understand the process of making and changing laws and the ways institutions work together in carrying out the laws.</p> <p>C.5 Students will understand the impact of origins, structures, and functions of institutions and laws on society and Indigenous peoples. This includes the relationship of the Native nations and the United States during various time periods.</p> <p>C.6 Students will understand the structure and functions of various types of tribal government and how they exercise their powers. This includes the progress and challenges of present-day Native America.</p>	<p>E.1 Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy.</p> <p>E.2 Students will understand the impact of economic decision-making. This includes considering the marginal costs and benefits of alternatives.</p> <p>E.3 Students will understand the exchange of goods and services. This includes different allocation methods and changes in supply and demand; the role of producers, consumers, and government in a market economy; and the degree of competition among buyers and sellers in markets.</p> <p>E.4 Students will understand the growth, stability, and interdependence within a national economy. This includes the current and future state of the economy using economic indicators and monetary and fiscal policies for a variety of economic conditions.</p> <p>E.5 Students will understand the growth, stability, and interdependence within a global economy. This includes ways in which trade leads to increased economic interdependence.</p> <p>E.6 Students will understand the factors affecting income, wealth, and financial risk. This includes the role of credit in personal finance.</p>	<p>G.1 Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to understand, analyze, and explain human interaction with each other and with the environment. This includes the spatial characteristics and patterns of human settlement and connections between global regions.</p> <p>G.2 Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to interpret spatial information. This includes spatial organization of people, cultures, places, and environments within various regions and geographic skills to interpret the past, present, and plan for the future.</p> <p>G.3 Students will understand the characteristics of different physical and cultural regions and how they change over time (through demographic changes, migration, settlement, and conflict). This includes the impact physical geography has on human systems, including politics, culture, economics, and use of resources and how a region or culture interacts with itself, the environment, and other regions and cultures.</p> <p>G.4 Students will understand the impact humans have on the environment. This includes the distribution, management, and consumption of resources.</p> <p>G.5 Students will understand the impact Indigenous peoples have on the environment. This includes the communal view of how Indigenous peoples utilized the land and resources; and the characteristics of the original Indigenous peoples of Arkansas by analyzing artifacts, artwork, and other sources.</p>	<p>H.1 Students will understand chronology, patterns of continuity, and change over time. This includes the contextualization of historical events and ways people gather, view, construct, and interpret historical evidence.</p> <p>H.2 Students will understand key historical periods from the beginning of civilization (World Era 1) through 1500 C.E. (World Era 5). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of nations and cultures of the world.</p> <p>H.3 Students will understand key historical periods from the United States' Beginnings (Era 1) through 1850 (Era 4). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of the United States.</p> <p>H.4 Students will understand key historical periods from Civil War and Reconstruction (Era 5) to the Emergence of Modern America, 1890-1930 (Era 7). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of the United States.</p> <p>H.5 Students will understand key historical periods from the Great Depression and World War II, 1929-1945 (Era 8), to the Contemporary United States, 1968 to Present (Era 10). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of the United States.</p> <p>H.6 Students will understand key historical periods from the Emergence of the First Global Age, 1450-1770 (World Era 6), to the Twentieth Century Since 1945 (World Era 9). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of nations and cultures of the world.</p>

**World History Since 1450  
Academic Standards & Disciplinary Concepts**

**Disciplinary Standards At a Glance**

Disciplinary Strand	Disciplinary Standard
Disciplinary Component	<ul style="list-style-type: none"> <li>Grade or Course Specific Components</li> </ul>

<b>History</b>	H.6 Students will understand key historical periods from the Emergence of the First Global Age, 1450-1770 (World Era 6) to the Twentieth Century Since 1945 (World Era 9). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of nations and cultures of the world.
	World History since 1450 (World Era 6 through World Era 9)
<b>World Era 6: 1450-1770</b>	<ul style="list-style-type: none"> <li>Emergence of First Global Age - Transformations and innovations of nations and cultures of the world (WE6)</li> </ul>
<b>World Era 7: 1750-1900</b>	<ul style="list-style-type: none"> <li>Age of Revolutions - Global revolutionary changes that shaped the emerging modern world (WE7)</li> </ul>
<b>World Era 8: 1900-1945</b>	<ul style="list-style-type: none"> <li>Crisis and Achievement - Reasons for and consequences of early 20th century crises and achievements (WE8)</li> </ul>
<b>World Era 9: Since 1945</b>	<ul style="list-style-type: none"> <li>Contemporary World - Challenges and accomplishments of the contemporary world (WE9)</li> </ul>

**Disciplinary Note**

The major work of the World History (Since 1450) course includes the disciplinary strands of Civics, Economics, Geography, and History. Each disciplinary strand is meant to be taught in an integrated manner, not in isolation.

**Teacher Note:** Concepts of the Civics, Economic, and Geography strands are implicitly addressed in the embedded KPEs and SPEs.

Civics	Economics	Geography
<ul style="list-style-type: none"> <li>Civic and Political Institutions</li> <li>Participation and Deliberation</li> <li>Processes, Rules, and Laws</li> </ul>	<ul style="list-style-type: none"> <li>Economic Decision-Making</li> <li>Exchange and Markets</li> <li>Growth and Stability</li> <li>The National Economy</li> <li>The Global Economy</li> </ul>	<ul style="list-style-type: none"> <li>Geographic Representations: <i>Spatial Views of the World</i></li> <li>Human-Environment Interaction: <i>Place, Regions, and Culture</i></li> <li>Human Populations: <i>Spatial Patterns and Movements</i></li> <li>Global Interconnections: <i>Global Spatial Patterns</i></li> </ul>

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Academic Standards & Disciplinary Concepts**

<b>Disciplinary Strand</b>
Disciplinary Standard
<b>Disciplinary Component</b>
<b>Grade</b>
Knowledge and Skill Performance Expectation

<b>History - World History Since 1450</b>
H.6 Students will understand key historical periods from the emergence of the First Global Age, 1450-1770 (World Era 6), to the Twentieth Century Since 1945 (World Era 9). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of nations and cultures of the world.
<b>World Era 6: 1450-1770, Emergence of First Global Age - Transformations and innovations of nations and cultures of the world</b>
<b>Knowledge and Skill Performance Expectations</b>
<b>World History Since 1450</b>
<b>Era 6</b>
H.6.WH.1 Demonstrate proper etiquette for interacting with the Arkansas and American flags while analyzing the role of flags and symbols in world history.
H.6.WH.2 Analyze the motivations that led to the exploration and the expansion of empires: <ul style="list-style-type: none"> <li>● Belief systems</li> <li>● Economic</li> <li>● Political</li> <li>● Social</li> </ul>
H.6.WH.3 Analyze the development of social, economic, political, and geographic transformations of regional connections into global trade networks.
H.6.WH.4 Analyze the social, economic, political, and geographic effects of the expansion of empires in the eastern and western hemispheres from 1450-1770.
H.6.WH.5 Evaluate the origin and effects of science and technology on the transformation of the first global age.

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H.6.WH.6 Evaluate ways in which globalization and the scarcity of resources contributed to conflict and cooperation within and among groups and empires.
H.6.WH.7 Analyze complex and interacting factors that influenced the perspectives of people, including the Enlightenment and Age of Reason, Protestant Reformation, the Renaissance, rise of the humanities, and Scientific Revolution.
H.6.WH.8 Analyze ways in which current interpretations of the past are limited by the extent to which available historical sources represent the perspectives of people at the time.
H.6.WH.9 Construct historical arguments or explanations about significant transformations and innovations of the first global age utilizing evidence from a variety of primary and secondary sources.

<b>History - World History Since 1450</b>
H.6 Students will understand key historical periods from the Emergence of the First Global Age, 1450-1770 (World Era 6) to the Twentieth Century Since 1945 (World Era 9). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of nations and cultures of the world.
<b>World Era 7: 1750-1900, Age of Revolutions - Global revolutionary changes that shaped the emerging modern world</b>
<b>Knowledge and Skill Performance Expectations</b>
<b>World History Since 1450</b>
<b>Era 7</b>
H.6.WH.10 Evaluate the development, expansion, and effects of industrialization in Europe, Asia, Africa, and the Americas.
H.6.WH.11 Analyze the social, economic, and political ideas, including self-determination, liberty, and human rights, that influenced the 18th and 19th-century revolutions.  This may include: <ul style="list-style-type: none"><li>● American Revolution</li><li>● French Revolution</li><li>● Haitian Revolution</li><li>● Latin American Wars for Independence</li><li>● Norwegian War for Independence</li><li>● Scottish Rebellion</li><li>● United Irish Rebellion</li></ul>



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H.6.WH.12

Analyze written documents that both articulate and contest the powers, responsibilities, and limits of a variety of governments over time.

H.6.WH.13

Analyze causes and consequences of voluntary and forced mass migration, including the efforts to reform such practices.

This may include cultural practices, resource availability, the plantation system, urbanization, industrialization, conflict migration, and transatlantic abolitionism.

H.6.WH.14

Compare the social and economic impact of different labor systems in the Age of Revolutions.

H.6.WH.15

Analyze the causes and effects of European imperialism and new patterns of colonization in Asia, Africa, and Latin America in the 19th century, including the impact of advancements in medicine, weaponry, and technology.

H.6.WH.16

Analyze ways in which the perspectives of people in the present shape interpretations of the past, using available technology.

H.6.WH.17

Construct historical arguments or explanations about global changes caused directly or indirectly by economic and political revolutions, using primary and secondary sources.

**History - World History Since 1450**

H.6 Students will understand key historical periods from the Emergence of the first Global Age, 1450-1770 (World Era 6) to the Twentieth Century Since 1945 (World Era 9). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of nations and cultures of the world.

**World Era 8: 1900-1945, Crisis and Achievement - Reasons for and consequences of early 20th century crises and achievements**

**Knowledge and Skill Performance Expectations**

**World History Since 1450**

**Era 8**

H.6.WH.18

Compare the complex causes of revolutions worldwide in various regions such as Eastern Europe, Russia, Northern Africa, Southern Africa, China, Vietnam, India, South America, and Central America.

H.6.WH.19

Examine the outcomes of social, economic, and political transformations in the West, Africa, Asia, Middle East, and Latin America.

**World History Since 1450  
Academic Standards & Disciplinary Concepts**

H.6.WH.20

Examine causes of global conflict in the first half of the 20th century leading up to the outbreak of World War I and World War II, including the role of imperialistic and nationalistic rivalries, alliances, militarism, fascism, totalitarianism, and communism.

H.6.WH.21

Analyze short- and long-term outcomes of World War I and World War II from multiple perspectives.

H.6.WH.22

Analyze the impact of advances in science and technology on World War I and World War II.

H.6.WH.23

Analyze the causes and long-term effects of the Holocaust, including European antisemitism and 19th-century ideas about race and racial identity, Nazi dehumanization tactics, the state-sponsored persecution and attempted annihilation of Jews and other groups, and its effects on Zionism and the establishment of the modern state of Israel.

H.6.WH.24

Compare and contrast the impact of political and military leadership of Axis and Allied powers during World War II.

H.6.WH.25

Analyze the changes in cultural and social life due to artistic and literary movements and scientific and technological innovations.

H.6.WH.26

Use academically appropriate sources to answer student-generated compelling and supporting questions about major conflicts in the early 20th century.

H.6.WH.27

Analyze ways in which the perspectives of people in the present shape interpretations of the past using multiple sources and available data and technology.

H.6.WH.28

Construct explanations about early to mid-20th-century events using multiple sources and available data and technology.

**World History Since 1450  
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**History - World History Since 1450**

H.6 Students will understand key historical periods from the Emergence of the First Global Age, 1450-1770 (World Era 6), to the Twentieth Century Since 1945 (World Era 9). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of nations and cultures of the world.

**World Era 9: Since 1945, Contemporary World - Challenges and accomplishments of the contemporary world**

**Knowledge and Skill Performance Expectations**

**World History Since 1450**

**Era 9**

H.6.WH.29

Analyze the change and continuity in global power after World War II, including the growing rivalry between Communist and democratic governments in various regions:

- Africa
- The Americas
- Asia
- Europe
- Middle East

H.6.WH.30

Evaluate social, economical, political, and technological causes and effects of accelerating global interdependence resulting from deepening Cold War tensions.

H.6.WH.31

Analyze short- and long-term causes and effects of the following on humanity:

- Disease
- Famine
- Genocide
- Loss of natural resources
- Terrorism

H.6.WH.32

Assess geographic, human, and economic costs of war using evidence from multiple sources and perspectives:

- Disease
- Famine
- Genocide
- Loss of natural resources
- Terrorism

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H.6.WH.33

Assess the social, economic, political, and technological efforts to address global poverty, food and water access, healthcare, and equal human rights among the world's peoples.

H.6.WH.34

Construct explanations about the consequences of human-made and natural disasters as they affect global trade, politics, and human migration.

H.6.WH.35

Analyze ways historical contexts continue to shape people's perspectives.