

World History Since 1450

Social Studies  
Curriculum Framework

Revised 2014

Course Title: World History Since 1450  
 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

**Course Focus and Content**

In Grade 6, students study world history from the beginnings of human civilization through 1500 CE, correlating civics/government, 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: Contemporary World 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. Knowledge of past achievements and failures of different peoples and nations provides citizens of the 21<sup>st</sup> century with a broader context within which to address the many issues facing our nation and the world. World History references the eras and time periods from The National Center for History in the Schools.

**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 is required by the Standards for Accreditation and does not need Arkansas Department of Education approval.

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 Dimensions 1, 3, and 4 of The College, Career, & 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 sets forth the conceptual content, and the alignment to this dimension is embedded in the student learning expectations (SLEs).

Dimension 1 – Questions	Dimension 3 – Sources and Evidence	Dimension 4 – Communicating Ideas
1. Construct compelling questions that promote inquiry around key ideas and issues	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	6. Construct arguments and explanations that convey ideas and perspectives to appropriate audiences using print, oral, and digital technologies
2. Develop supporting questions that contribute to inquiry: identifying facts, concepts, and interpretations	5. Use evidence from multiple sources to answer compelling and supporting questions by developing arguments with claims and counterclaims and providing explanations	7. Critique the credibility, relevance, and use of evidence in arguments and explanations proposed by self and others
3. Answer compelling and supporting questions using appropriate and available sources that consider multiple points of view		8. Use disciplinary lenses within the social sciences to understand local, regional, and global problems, proposing solutions or assessing strategies and options for action while applying deliberative processes
<b>Engage in disciplinary thinking across the social sciences in Grades K-12</b>		

Strand	Content Standard
Era 6: Emergence of First Global Age 1450-1770	
	1. Students will analyze the transformations and innovations of the first global age.
Era 7: Age of Revolutions 1750-1900	
	2. Students will analyze the global revolutionary changes that shaped the emerging modern world.
Era 8: Crisis and Achievement 1900-1945	
	3. Students will analyze the reasons for and consequences of early 20 <sup>th</sup> century crises and achievements.
Era 9: Contemporary World Since 1945	
	4. Students will analyze the challenges and accomplishments of the contemporary world.

Notes:

1. Words that appear in italics within this document are defined in the glossary.
2. All items in a bulleted list are required to be taught.
3. The examples given (e.g.,) are suggestions to guide the instructor.
4. Arkansas ELA Standards (ELA-Literacy alignment) key, R.CCR.1 = College and Career Ready Anchor Standard.Reading.1
5. College, Career, & Civic Life C3 Framework for Social Studies State Standards (C3 alignment) key, D2.His.1.9-12 = Dimension 2.History. 1<sup>st</sup> K-12 Pathway. Grades 9-12
6. The course strands, content standards, and the SLEs are meant to be taught in an integrated manner.
7. The Arkansas Department of Education course curriculum framework is intended to assist in district curriculum development, unit design, and to provide a uniform, comprehensive guide for instruction. It is not intended to be a state-mandated curriculum for how and when content is taught; these decisions are left to local districts.

Strand: Era 6: Emergence of First Global Age 1450-1770

Content Standard 1: Students will analyze the transformations and innovations of the first global age.

		ELA- Literacy Alignment	C3 Alignment
Era6.1.WH.1	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> </ul>	R.CCR.1, 3, 7, 8 W.CCR.7, 8, 9 SL.CCR.1, 4	D2.Civ.6.9-12 D2.Eco.1.9-12 D2.Geo.5.9-12 D2.His.1, 14.9-12
Era6.1.WH.2	Analyze the social, economic, political, and geographic transformations of regional connections into global trade networks	R.CCR.1, 3, 7, 8 W.CCR.7, 8, 9 SL.CCR.1, 4	D2.Civ.6.9-12 D2.Eco.1, 4, 14.9-12 D2.Geo.2.9-12 D2.His.1, 14.9-12
Era6.1.WH.3	Analyze the social, economic, political, and geographic effects of the expansion of empires in the eastern and western hemispheres from 1450-1770	R.CCR.1, 3, 7, 8 W.CCR.7, 8, 9 SL.CCR.1, 4	D2.Civ.3.9-12 D2.Geo.7.9-12 D2.His.14.9-12
Era6.1.WH.4	Evaluate the roles of science and technology on the transformation of the first global age by examining multiple sources and perspectives	R.CCR.1, 3, 7, 8 W.CCR.7, 8, 9 SL.CCR.1, 2, 4	D1.2, 3.9-12 D2.His.2.9-12
Era6.1.WH.5	Evaluate ways in which <i>globalization</i> and the scarcity of resources contributed to conflict and cooperation within and among groups and empires	R.CCR.1, 3, 8 W.CCR.7, 8, 9 SL.CCR.1, 4	D2.Geo.11.9-12 D2.His.14.9-12
Era6.1.WH.6	Analyze complex and interacting factors that influenced the perspectives of people	R.CCR.3, 6, 8 W.CCR.7, 8, 9 SL.CCR.1, 2, 4	D2.His.4.9-12
Era6.1.WH.7	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	R.CCR.3, 6, 8 W.CCR.1, 7, 8, 9 SL.CCR.1, 4	D2.His.7, 8.9-12
Era6.1.WH.8	Evaluate the credibility and the limitations of <i>primary</i> and <i>secondary sources</i> representing multiple perspectives	R.CCR.1, 3, 8 W.CCR.7, 8, 9 SL.CCR.1, 2, 3, 4	D2.His.10, 11, 12, 13.9-12 D3.1, 2.9-12
Era6.1.WH.9	Construct <i>historical arguments</i> or explanations about significant transformations and innovations of the first global age utilizing evidence from a variety of <i>primary</i> and <i>secondary sources</i>	R.CCR.1, 3, 7, 9 W.CCR.1, 2, 7, 8, 9 SL.CCR.1, 2, 3, 4	D1.5.9-12 D2.His.3, 9, 10, 11, 12, 13.9-12 D3.1, 3, 4.9-12 D4.1.9-12

Strand: Era 7: Age of Revolutions 1750-1900

Content Standard 2: Students will analyze the global revolutionary changes that shaped the emerging modern world.

		ELA- Literacy Alignment	C3 Alignment
Era7.2.WH.1	Evaluate the development, expansion, and effects of industrialization in Europe, Asia, and the Americas	R.CCR.1, 3, 7, 8 W.CCR.7, 8, 9 SL.CCR.1, 4	D2.His.1, 14.9-12
Era7.2.WH.2	Analyze the social, economic, and political ideas that influenced the 18 <sup>th</sup> and 19 <sup>th</sup> century revolutions	R.CCR.1, 3, 7, 8 W.CCR.7, 8, 9 SL.CCR.1, 4	D2.Civ.8.9-12 D2.His.1.9-12
Era7.2.WH.3	Analyze written documents that both articulate and contest the powers, responsibilities, and limits of a variety of governments over time	R.CCR.1, 3, 8 W.CCR.7, 8, 9 SL.CCR.1, 4	D2.Civ.14.9-12 D2.His.5, 11.9-12
Era7.2.WH.4	Analyze the reasons for and consequences of involuntary and voluntary mass migration (e.g., historical events, cultural practices, climate variability, resource use)	R.CCR.1, 3, 8 W.CCR.7, 8, 9 SL.CCR.1, 4	D2.Geo.7, 9.9-12 D2.His.3, 14.9-12
Era7.2.WH.5	Compare the social and economic impact of different labor systems in the Age of Revolutions from multiple perspectives using <i>primary</i> and <i>secondary sources</i>	R.CCR.1, 3, 6, 7, 9 W.CCR.7, 8, 9 SL.CCR.1, 2, 4	D2.Eco.3.9-12 D2.His.6, 14.9-12 D3.1.9-12
Era7.2.WH.6	Assess the role Western imperialism played in creating spheres of influence and new patterns of colonization during the 19 <sup>th</sup> century	R.CCR.1, 3, 8 W.CCR.7, 8, 9 SL.CCR.1, 4	D2.Geo.1.9-12 D2.His.1, 14.9-12
Era7.2.WH.7	Analyze the effects of large- and small-scale population shifts on various regions, using geographic data	R.CCR.1, 3, 8 W.CCR.7, 8, 9 SL.CCR.1, 4	D2.Geo.3, 7.9-12
Era7.2.WH.8	Analyze ways in which the perspectives of people in the present shape the interpretations of the past, using available technology	R.CCR.1, 3, 6, 7, 8 W.CCR.6, 7, 8 SL.CCR.1, 4, 5	D2.His.7.9-12
Era7.2.WH.9	Evaluate the credibility and the limitations of <i>primary</i> and <i>secondary sources</i> representing multiple perspectives	R.CCR.1, 3, 7 W.CCR.7, 8, 9 SL.CCR.1, 4	D2.His.10, 11, 12, 13.9-12 D3.1, 2.9-12
Era7.2.WH.10	Construct <i>historical arguments</i> or explanations about global changes caused directly or indirectly by economic and political revolutions, using <i>primary</i> and <i>secondary sources</i>	R.CCR.1, 3, 7, 8 W.CCR.1, 2, 7, 8, 9 SL.CCR.1, 2, 4	D1.5.9-12 D2.His.3, 9, 10, 11, 12, 13.9-12 D3.1, 3, 4.9-12 D4.1.9-12

Strand: Era 8: Crisis and Achievement 1900-1945

Content Standard 3: Students will analyze the reasons for and consequences of early 20<sup>th</sup> century crises and achievements.

		ELA- Literacy Alignment	C3 Alignment
Era8.3.WH.1	Compare the complex causes of early 20 <sup>th</sup> century rebellions worldwide (e.g., eastern Europe, Russia, North Africa, South Africa, China, Vietnam, India, South America, Central America)	R.CCR.1, 3, 8 W.CCR.7, 8, 9 SL.CCR.1, 4	D2.Geo.1, 7.9-12 D2.His.14.9-12
Era8.3.WH.2	Examine the outcomes of social, economic, and political transformations in Africa, Asia, Middle East, and Latin America	R.CCR.1, 3, 8 W.CCR.7, 8, 9 SL.CCR.1, 4	D2.His.1, 2, 14.9-12
Era8.3.WH.3	Examine causes leading up to the outbreak of World War I and World War II from multiple perspectives (e.g., imperialism, nationalism, alliances, militarism)	R.CCR.1, 7, 8, 9 W.CCR.7, 8, 9 SL.CCR.1, 2, 4	D2.His.1, 14.9-12
Era8.3.WH.4	Analyze short- and long-term outcomes of World War I and World War II from multiple perspectives	R.CCR.1, 7, 8, 9 W.CCR.7, 8, 9 SL.CCR.1, 2, 4	D2.His.14, 15.9-12
Era8.3.WH.5	Analyze the impact of advances in science and technology on World War I and World War II	R.CCR.1, 3, 8 W.CCR.7, 8, 9 SL.CCR.1, 4	D2.His.1.9-12
Era8.3.WH.6	Compare and contrast the impact of political and military leadership of Axis and Allied powers during World War II	R.CCR.1, 3, 8 W.CCR.7, 8, 9 SL.CCR.1, 4	D2.His.3, 4.9-12
Era8.3.WH.7	Analyze the changes in cultural and social life due to artistic and literary movements and scientific and technological innovations	R.CCR.1, 3, 8 W.CCR.7, 8, 9 SL.CCR.1, 4	D2.His.3.9-12
Era8.3.WH.8	Use appropriate sources to answer student-generated <i>compelling and supporting questions</i> about major conflicts in the early 20 <sup>th</sup> century	R.CCR.1, 7 W.CCR.7, 8, 9 SL.CCR.1, 2, 4	D1.5.9-12 D2.His.1, 2.9-12 D3.1, 2.9-12
Era8.3.WH.9	Analyze ways in which the perspectives of people in the present shape the interpretations of the past using multiple sources and available data and technology	R.CCR.1, 3, 6, 7, 8 W.CCR.6, 7, 8, 9 SL.CCR.1, 2, 4	D2.His.7.9-12
Era8.3.WH.10	Construct explanations about early to mid-20 <sup>th</sup> century events using multiple sources and available data and technology	R.CCR.1, 3, 6, 7, 8 W.CCR.6, 7, 8, 9 SL.CCR.1, 2, 4	D2.His.2, 9, 10, 11,13.9-12 D3.1, 3.9-12 D4.2.9-12

Strand: Era 9: Contemporary World Since 1945

Content Standard 4: Students will analyze the challenges and accomplishments of the contemporary world.

		ELA- Literacy Alignment	C3 Alignment
Era9.4.WH.1	Analyze the <i>change and continuity</i> in global power shifts after World War II <ul style="list-style-type: none"> <li>• Africa</li> <li>• Americas</li> <li>• Asia</li> <li>• Europe</li> <li>• Middle East</li> </ul>	R.CCR.1, 3, 7, 8 W.CCR.2, 7, 8, 9 SL.CCR.1, 4	D2.Geo.5.9-12 D2.His.2, 3.9-12
Era9.4.WH.2	Evaluate social, economical, political, and technological causes and effects of accelerating global interdependence	R.CCR.1, 3, 7, 8 W.CCR.2, 7, 8, 9 SL.CCR.1, 4	D2.His.14.9-12
Era9.4.WH.3	Analyze short- and long-term causes and effects of the following on humanity <ul style="list-style-type: none"> <li>• disease</li> <li>• famine</li> <li>• genocide</li> <li>• loss of natural resources</li> <li>• terrorism</li> </ul>	R.CCR.1, 3, 7, 8 W.CCR.2, 7, 8, 9 SL.CCR.1, 4	D2.His.14, 15.9-12
Era9.4.WH.4	Assess geographic, human, and economic costs of war using evidence from multiple sources and perspectives	R.CCR.1, 3, 7, 8, 9 W.CCR.7, 8, 9 SL.CCR.1, 2, 4	D2.His.16.9-12
Era9.4.WH.5	Assess the social, economic, political, and technological efforts to address economic imbalances and social inequalities among the world's peoples	R.CCR.1, 3, 7, 8, 9 W.CCR.7, 8, 9 SL.CCR.1, 4	D2.Civ.5.9-12
Era9.4.WH.6	Construct explanations about the consequences of human-made and natural disasters as they affect global trade, politics, and human migration	R.CCR.1, 3, 7, 8, 9 W.CCR.2, 7, 8, 9 SL.CCR.1, 4	D2.Geo.12.9-12 D4.2.9-12
Era9.4.WH.7	Critique the historical accuracy of a variety of <i>secondary sources</i> on topics in contemporary history (e.g., websites, documentaries, movies, newspaper articles, biographies)	R.CCR.1, 3, 6, 8 W.CCR.7, 8 SL.CCR.1, 2, 3	D2.His.10, 13, 17.9-12
Era9.4.WH.8	Analyze ways historical contexts continue to shape people's perspectives	R.CCR.1, 3, 6, 8 W.CCR.7, 9 SL.CCR.1, 4	D2.His.5.9-12

## Glossary for World History

Change and continuity	Comparison of different points in time – either two points in time from the past with each other, or one from the past with the present, to evaluate how some things changed and some things stayed the same
Compelling question	Question that addresses problems and issues found in and across the academic disciplines that make up social studies and requires students to apply disciplinary concepts and to construct arguments and interpretations; a question that guides a historical inquiry and argumentation
Globalization	Increasing interconnectedness of different parts of the world resulting from common worldwide cultural, economic, and political activities, and the impact of technological advances in communication and transportation
Historical argument	Claim or collection of claims supported by appropriate historical evidence
Primary source	First-hand account, document, or physical object that was written or created during the time under study (e.g., speeches, pamphlets, government documents, memoirs, letters, artifacts, pieces of art, data results or analysis)
Secondary source	Interpretation, analysis, critique, or restructuring of data contained in primary sources that may contain pictures, quotes or graphics from primary sources (e.g., newspaper articles, magazine articles, reviews of books, reference materials, biographies)
Supporting question	Question intended to contribute knowledge and insights to the inquiry behind a compelling question with descriptions, definitions, and processes



## Contributors

The following people contributed to the development of this document:

Lacey Alkire – Fayetteville School District	Debbie Kamps – Highland School District
Laura Beth Arnold – Little Rock School District	Bennie Lard – Hope School District
Nathan Andrew Bagley – Phillips County Community College, Helena	Jan Loyd – Cabot School District
Cindy Beckman – Conway School District	Dr. Kristen Dutcher-Mann – University of Arkansas at Little Rock
Kris Bertelsen – Federal Reserve Bank of St. Louis, Little Rock Branch	Marsha Masters – Economics Arkansas
Dr. Kay Bland – Butler Center for Arkansas Studies	Lisa McGriff – Star City School District
Ruth Brown – Marvel School District	Toney McMurray – Alma School District
Lisa Byrum – Pulaski County Special School District	Shannon Neumeier – North Little Rock School District
Kelli Castleberry – Camden Fairview School District	Kari Nichols Henard – Bryant School District
Barbara Clements – Marion School District	Martha Pelley – Cedar Ridge School District
Napoleon Cross – Lafayette County School District	Lindsey Phillips – Rogers School District
Teddy Davis – Arkansas State University, Beebe	Carmen Walker-Pierce – Little Rock School District
Debra Ewing-Hight – Bentonville School District	Judy Pierce – Benton School District
Georgia Fletcher – Russellville School District	Don Porter – Little Rock School District
David Freligh – Forrest City School District	Sarah Pugh – Bentonville School District
Lantha Garmrath – Paragould School District	Steven Quoss – Warren School District
Sue Geery – Norfolk School District	Julie Roark – Nettleton School District
Angie Goodding – Monticello School District	Jason Sanders – El Dorado School District
Ron Graham – Drew Central School District	Joy Spivey – Deer/Mt. Judea School District
Willie Gulley – Dollarway School District	Linda Thrasher – Mountain Home School District
Bailey Hendricks – Searcy School District	John Traband – Hampton School District
Schula Holley – Little Rock School District	Karen Trusty – Paris School District
Nancy Hull – Fountain Lake School District	Cathy Tucker – Lake Hamilton School District
Dr. Margie Hunter – West Memphis School District	Shelina Warren – Pine Bluff School District
Anthony Jackson – Fordyce School District	James Washington – Arkansas Consolidated School District
Ashley Jackson – Dumas School District	Barry Watkins – Bay School District
Carmen Jones – Malvern School District	Vickie Yates – Virtual Arkansas
Dr. Cherisse Jones-Branch – Arkansas State University, Jonesboro	