

## INTERPRETATIONS HIGH SCHOOL COURSE OPTION

### Considerations for Curriculum Development

#### **High School Course Contextual Theme: World Studies**

*The modern world – governments, economies and geography through the lens of history from the Industrial Age to present.*

#### **Assumptions and Goals of Curriculum Development**

The focus of high school course 2 will be to continue to build upon students' prior contextual knowledge of the disciplines in social studies, now within the context of history. As studies have been conducted on Western civilizations and non-Western civilizations, an attempt to include both should be made; however, multiple perspectives and viewpoints should be considered. Furthermore, students will continue to refine their critical thinking skills around the many cause and effect relationships within the context of history, emphasizing the 20<sup>th</sup> and 21<sup>st</sup> centuries. Throughout this course, students should continue to be afforded ample opportunities to engage in all Practices of the Inquiry Cycle.

**Summative grade level compelling questions may include, but are not limited to, the following:**

What is so modern about the modern world?

How have historical perspectives and events in the modern world affected and been affected by cultural issues and elements?

How do all societies deal with questions about production, distribution and consumption?

What common characteristics do world civilizations share?

#### **Contextual Inquiries by Disciplinary Core Concept**

##### **Civic Mindedness**

What are the forms of world governments?

What were the conflicts within and among different governments and their impacts on historical or current events?

How effective are world governments in establishing order, providing security and accomplishing goals?

Who are the significant political leaders who influenced world history?

What is the proper balance between the rights of the individual and the power of government?

How do the roles, rights and responsibilities of citizens vary among countries?

## **Economic Decision Making**

How does supply and demand affect individuals, societies and governments?

How does the global economy provide for a level of interdependence among individuals, societies and governments of the world?

What is the role of interdependence in a global economy?

What are the advantages and disadvantages of trade?

What is the relationship between a nation's economic interests and its foreign policy?

## **Geographical Reasoning**

How do belief systems, knowledge, technology and behavior patterns define cultures?

How were various human needs met through interactions with and among social institutions in the modern world?

How can communications between groups can be influenced by cultural differences?

Why did conflict and competition develop as cultures emerged in the modern world?

How are compromise and cooperation characteristics that influence interaction in the modern world?

How do the cultural elements of diverse groups today compare to those of the past?

What places and regions serve as meaningful symbols for individuals and societies?

## **Historical Thinking**

How can world civilizations be analyzed through significant historical eras to develop chronological understanding and recognize cause-effect relationships?

What significant individuals and groups impacted this time period?

How has each era in the history of the world contributed specific social, political and economic characteristics?

What were the perceptions and perspectives of people and historical events in the modern world?

How did political, social and cultural revolutions bring about changes in science, thought, government, or industry and have long range impacts on the modern world?

What was the role of nationalism, militarism, expansionism and imperialism in conflicts and the rise of totalitarian governments?

What was the impact of the rise of world superpowers?

How have countries around the world addressed the challenges of rapid social, political and economic changes during the second half of the 20th century?

### **\*\*Sample Historical Contexts:**

*May include, but are not limited to the following:* Revolutions in Thought, Industrial Revolution, Revolutions in the Americas, Russian Revolution, Global Imperialism, National Modernization, World War I, Totalitarianism, World War II, Cold War, Decolonization, Conflicts in the Middle East, Struggle for Human Rights, Global Terrorism, Globalization, Information Age, etc.

## **Civic Mindedness**

**HS1.CM.3 Processes, Rules and Laws** *Evaluate how multiple procedures are used at various levels of government to enact policies and laws to address societal needs.*

**HS2.CM.3 Processes, Rules and Laws** *Analyze how people use and challenge laws concerning societal issues across various levels of government.*

**HS3.CM.3 Processes, Rules and Laws** *Evaluate public policies in terms of intended and unintended outcomes across various levels of government.*

**HS4.CM.3 Processes, Rules and Laws** *Analyze historical, contemporary and emerging methods for changing societies, while promoting the general welfare.*

**Key Idea:** Societal needs and programs should promote the general welfare of society.

**Students who demonstrate understanding of these standards, can address the following compelling questions:**

Do all governments enact policies and laws to address societal needs?

Can laws be challenged?

Are public policies producing the intended effects?

Are historical methods for change still effective today?

**Students who demonstrate understanding of these standards, can address the following supporting questions:**

Are the societal needs the same everywhere?

What authority do citizens have?

What are public policies at various level of government?

What are current methods for changing societies?

**Fundamental Understandings:**

*Students will understand the following:*

Rules and laws in democracies change as societal needs change.

The level of civic participation a citizen may be involved in varies across the world.

Investments in social programs should be evaluated in terms of effectiveness.

In order to do what is in society's best interests, change should account for the general welfare.

**Key Concepts:**

*May include, but are not limited to the following:* levels of governments, forms of government, rules and laws, policies, societal needs, citizens' roles, responsibilities, duties, intended and unintended outcomes, general welfare, civic action, civic participation, nullification, petition, elections, programs, funding, methods of change, etc.

## **Economic Decision Making**

**HS2.EDM.4 [Economic Decision Making](#)** *Use economic analysis to evaluate how economic choices and government policies impact individuals and groups.*

**HS1.EDM.5 [Exchange and Markets](#)** *Explain how money facilitates exchange by reducing transactional costs and describe its relationship to financial institutions and related institutions.*

**HS2.EDM.5 [Exchange and Markets](#)** *Identify market inefficiencies and analyze the effectiveness of government policies on both domestic and foreign markets.*

**HS1.EDM.6 [National Economy](#)** *Use economic analysis to determine how advancements in technology and investment in capital and human resources impact both economic growth and standards of living.*

**HS1.EDM.7 [Global Economy](#)** *Explain the role of comparative advantage in the international trade of goods and services*

**Key Idea:** Economic growth has traditionally been attributed to the accumulation of human and physical capital and increased productivity arising from technological innovation.

**Students who demonstrate understanding of these standards, can address the following compelling questions:**

Do citizens get to decide how governments spend their money?

How has the role of money changed over time?

Can governments effectively correct market inefficiencies?

How do increases in technology lower the real cost of goods?

Why don't countries trade all of the goods and services they produce?

**Students who demonstrate understanding of these standards, can address the following supporting questions:**

What do governments buy?

How is money a store of value?

What are market inefficiencies?

How does technology affect productivity?

What is comparative advantage?

**Fundamental Understandings:**

*Students will understand the following:*

- While consumers and producers make most decisions that mold an economy, government activities can also have a powerful effect.
- Money facilitates exchange by reducing transaction costs associated with means-of-payment uncertainty.
- Market forces sometimes drive asset prices above or below their true value.
- Increases in productivity have historically been the most important source of economic growth.
- Countries will export more of the goods and services for which they have a comparative advantage, while importing the other goods and services.

**Key Concepts:**

*May include, but not limited to the following:* economic analysis, economic choices, government policies, money, transactional costs, financial institutions, market inefficiencies, domestic markets, foreign markets, economic systems, types of markets, technology, investments, resources, economic growth, standards of living, comparative advantage, trade, goods, services, production, consumption, distribution, public goods and services, interdependence, scarcity, buyers, sellers, global economy, opportunity cost, supply and demand, incentives, etc.

**Geographical Reasoning**

**HS4.GR.8 [Spatial Views of the World](#)** *Create and use geographical representations to investigate and communicate knowledge that is personally and socially useful and can be applied in making decisions and solving problems.*

**HS4.GR.9 [Human-Environment Interaction](#)** *Synthesize various types of data about human and physical systems to determine the reciprocal influences of people and places.*

**HS1.GR.10 [Human Populations Spatial Patterns and Movements](#)** *Analyze how migration patterns and human population distribution are influenced by and influence historical events, ideas, technology and cultural practices.*

**HS2.GR.11 [Global Interconnections](#)** *Evaluate how human-made or natural catastrophic events may alter environmental and cultural characteristics of an area, impacting trade, politics and human migration on a global scale.*

**HS3.GR.11 [Global Interconnections](#)** *Evaluate how the development of economic globalization and the desire for access to scarce resources and markets contribute to global conflict and cooperation.*

**Key Idea:** Cultures affect and are affected by the environment.

**Students who demonstrate understanding of these standards, can address the following compelling questions:**

How can maps increase our understanding to help in decision making?  
How are human activities affected by the physical environment?  
How are ideas, technology and culture spread from one place to another?  
Can human modifications prevent disasters?  
Who should get to use all of the resources?

**Students who demonstrate understanding of these standards, can address the following supporting questions:**

Are certain map types more useful?  
What are adaptation strategies human systems use in response to physical systems?  
What is the role of diffusion?  
How has technology played a role in disasters?  
How do the concepts of global interdependence and scarcity interact?

## **Fundamental Understandings:**

*Students will understand the following:*

- Mapping is a process of transmitting geographic information via a map for useful purposes.
- Depending on the type of human activities, the characteristics of the physical environment can be viewed as both opportunities and constraints.
- Migrating populations carry their culture with them.
- Disasters have extreme consequences on human settlement.
- Globalization can conflict with a cultural desire to preserve tradition.

## **Key Concepts:**

*May include, but not limited to the following:* cartography, geographical representations, globalization, migration, immigration, environmental characteristics, cultural characteristics, human systems, physical systems, people, places, regions, locations, reciprocity, human activities, settlement, population distribution, movement, diffusion, culture, technology, ideas, human-made disasters, natural disasters, catastrophic events, trade, politics, scale, globalization, resources, scarcity, conflict, cooperation, modifications, adaptations, spatial patterns, etc.

## **Historical Thinking**

**HS2.HT.12 [Chronological Reasoning: Causation and Continuity](#)** *Analyze multiple and complex causes and effects of developments, events and historical periods to identify change and continuity in historical contexts and explain why it is significant.*

**HS2.HT.13 [Historical Understanding: Contextualization and Perspectives](#)** *Analyze how historical contexts shaped and continue to shape people's perspectives and explain how perspectives of people in the present shape interpretations of the past.*

**HS4.HT.13 [Historical Understanding: Contextualization and Perspectives](#)** *Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time and explain how perspectives of people in the present shape interpretations of the past.*

**HS2.HT.14 [Historical Arguments](#)** *Analyze the central arguments from several historical sources to collect evidence to construct a coherent argument, acknowledging all counterclaims, while taking into consideration change over time, historical perspectives and relevance of sources.*

**HS2.HT.15 [Interpretation and Synthesis](#)** *Analyze and synthesize evidence obtained from historical sources and secondary interpretations to determine their relationship.*

**HS4.HT.15 [Interpretation and Synthesis](#)** *Evaluate and question multiple historical sources to pursue further inquiry, for the purpose of synthesizing insights about the past with insights from the present.*

**Key Idea:** History is an account of events, people, ideas and their interaction over time that can be interpreted through multiple perspectives.

**Students who demonstrate understanding of these standards, can address the following compelling questions:**

When is change considered to be significant?  
How does historical context affect people's perspectives?  
How do we know if a source is reliable?  
What makes for a strong argument?  
How do historians' perspectives influence their interpretations?  
How do we make meaning out of a wide variety of sources and perspectives?

**Students who demonstrate understanding of these standards, can address the following supporting questions:**

What is the role of historical contexts when evaluating the impact of change?  
What is the historical context of a certain historical period?  
How does a lack of perspectives limit the value of a source?  
How can evidence be used effectively?  
How could the value of a historian's interpretation of the past be limited?  
How can we apply insights about the past to other historical contexts or circumstances, including the present?

**Fundamental Understandings:**

*Students will understand the following:*

- Change occurs over time for a variety of reasons and has various impacts.
- People's perspectives on history shape the understanding of the past and present.
- Without a variety of perspectives, a source may not be reliable.
- A complex and logical argument is based on evidence that supports a stated proposition.
- Historical thinking involves the ability to analyze interpretations of the past.
- Historical thinking involves the ability to develop meaningful and persuasive new understandings of the past

**Key Concepts:**

*May include, but not limited to the following:* enlightenment, revolution, nationalism, imperialism, rights, cause and effect, relationships, chronological sequences, historical periods, change, continuity, historical contexts, perspectives, points of view, conflict, compromise, cooperation, interpretations, sourcing, arguments, evidence, counterclaims, relevance, human activities, significant historical figures and groups, perceptions, etc.