

# Arizona History and Social Studies Standards

## In the Footsteps of History

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### *Inquiry Arc*

Children and adolescents are naturally curious and - in their effort to understand the world around them - have a bottomless well of questions. Learning to investigate questions in the social studies discipline areas results in a deeper understanding of content and a stronger connection to the material. Students must gather and evaluate evidence, formulate arguments, critique counter claims, and communicate their conclusions through many modes including writing, speaking, and visualizing. The six components of the Inquiry Arc are found in the Disciplinary Skills and Processes Anchor standards and appear at each grade level. Incorporating inquiry using the content standards reinforces the same skills and processes contained in the Arizona English Language Arts (ELA) standards. As students utilize inquiry processes in their content area, they reinforce and use the ELA reading, writing, speaking, and listening standards.

*In the Footsteps* journeys bridge continents and centuries, bringing the past into today's world for students. Inventions, religions and philosophies, and trade connections are all explored in the journeys. VR Walkabouts explore events in history that touch on many of the key concepts, causations, and lines of inquiry, due to the student prompts that accompany each one.

*In the Footsteps of History's* lesson plans are based on inquiry, steeped in student-centered prompts and question formation, encouraging students to look at multiple points of view when exploring historical events. All lessons have scaffolded reading levels and various writing assignments, from journal entries and exit slips to debates, creative writing, and formal essays.

## **The Six Elements of the Inquiry Arc**

### **● Inquiry Element 1: Developing Compelling Questions**

*Central to a rich social studies experience is the capability for developing questions that can frame and advance inquiry. Those questions come in two forms: compelling and supporting questions. Compelling questions focus on enduring issues and concerns. **In the Footsteps of History's** lesson plans are based on inquiry, steeped in student-centered prompts and question formation, encouraging students to look at multiple points of view when exploring historical events. Varied primary and secondary sources are used and their validity and biases questioned.*

### **● Inquiry Element 2: Constructing Supporting Questions**

*Supporting questions focus on descriptions, definitions, and processes on which there is general agreement within the social studies disciplines and require students to construct explanations that advance claims of understanding in response.*

### **● Inquiry Element 3: Gathering and Evaluating Sources**

*Students, whether they are constructing opinions, explanations, or arguments, gather information from a variety of sources and evaluate the relevance of the information. In evaluating these sources there are literacy skills, such as identifying an author's purpose, main idea, and point of view, that will help in evaluating the usefulness of a source. **Varied primary and secondary sources are used and their validity and biases questioned. Charts, graphs, and timelines are open to student interpretation. Choices must be made after reading and evaluating the consequences in gaming situations. Developing critical thinking skills is the main objective.***

### **● Inquiry Element 4: Developing Claims**

*Once students analyze information, they need to develop claims and counterclaims to answer social studies questions. Evidence is used to support these claims. **All lessons ask students to use supporting evidence to back up claims, arguments, and research theses.***

● ***Inquiry Element 5: Communicating Conclusions***

*Students formalize their arguments and explanations and communicate their results through various products to a wide range of audiences. Students also have the opportunity to critique their scholarship as well as the scholarship of others.*

**Marco Polo, Henson, Inuit, Isabella Bird, Ibn Battuta units, Walkabouts**

● ***Inquiry Element 6: Taking Informed Action***

*To prepare students for civic life, students use their disciplinary knowledge, skills, and perspectives to inquire about problems involved in public issues, deliberate with others on how to define and address these issues, take constructive and collaborative action, and reflect on that action. **Marco Polo unit (Silk Road today), Ibn Battuta unit (scarcity of water for nomadic life), Inuit unit (global warming affecting wildlife and people's ability to survive)***

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## **6th GRADE – GLOBAL STUDIES: WORLD REGIONS AND CULTURES OF THE EASTERN HEMISPHERE**

### **Early civilizations - Renaissance & Reformation**

**The content focus will be viewed through geographic and historical lenses. Sixth grade students will understand the cultural, religious, economic, and political systems of selected societies in the Eastern Hemisphere. Regions in the Eastern Hemisphere include the Middle East and North Africa, sub-Saharan Africa, Europe, Asia (east, south, and southeast), and Oceania. A course on world regions and cultures can be approached from many angles and perspectives.**

*In the Footsteps* journeys focus on world religions and cultures, including those of the Middle East, North and Sub-Saharan Africa, and Asia. VR Walkabouts cover the entire world.

## **DISCIPLINARY SKILLS AND PROCESSES**

**Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present. *Marco Polo, Henson, Inuit, Isabella Bird, Ibn Battuta units***

- **6.SP1.1 Examine ways that historians and social scientists know about the past.**
- 6.SP1.2 Analyze connections among events and developments in various geographic and cultural contexts.
- 6.SP1.3 Classify a series of historical events and developments as examples of change and/or continuity.
- 6.SP1.4 Evaluate the significance of past events and their effect on students' lives and society.

**Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues. *Marco Polo, Henson, Inuit, Isabella Bird, Ibn Battuta units***

- 6.SP2.1 Explain how and why perspectives of people have changed throughout different historical eras.
- 6.SP2.2 Analyze how people's perspective influenced what information is available in the historical sources they created.

**Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions. *Marco Polo, Henson, Inuit, Isabella Bird, Ibn Battuta units***

- 6.SP3.1 Define and frame compelling and supporting questions about issues and events in the time-period and region studied.
- 6.SP3.2 Use evidence to develop claims and counterclaims in response to compelling questions in the time period and region studied.

- 6.SP3.3 Classify the kinds of historical sources used in secondary interpretations.
- 6.SP3.4 Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.
- 6.SP3.5 Use questions generated about multiple sources to identify further areas of inquiry and additional sources.
- 6.SP3.6 Construct and present arguments using claims and evidence from multiple sources.
- 6.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.

**Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.**

**Marco Polo, Henson, Inuit, Isabella Bird, Ibn Battuta units**

- 6.SP4.1 Explain the multiple causes and effects of events and developments in the past.
- 6.SP4.2 Organize applicable evidence into a coherent argument about the past.

## **CIVICS**

**Citizens have individual rights, roles, and responsibilities**

**Marco Polo, Henson (US civil rights era), Inuit (US inequality/poverty), Isabella Bird (women's rights) units**

- 6.C2.1 Analyze the beliefs, experiences, perspectives, and values that underlie points of view regarding civic issues in the time period and regions studied.

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

- 6.C4.1 Explain challenges and opportunities people and groups face when solving local, regional, and/or global problems.

## **ECONOMICS**

**A financially literate individual understands how to manage income, spending, and investment. Marco Polo, Isabella Bird, Inuit, Ibn Battuta units**

- 6.E3.1 Describe the relationship between various costs and benefits of economic production.
- 6.E3.2 Explain the influence the factors of production have on the manufacture of goods and services within different cultures, regions, and communities.
  - Key concepts include traditional economic systems, manorialism, guilds, taxation systems, and coerced labor
- 6.E3.3 Analyze the influence of specialization and trade within diverse cultures and communities in regions studied. The interconnected global economy impacts all individuals and groups in significant and varied ways. **Marco Polo (world trade extensions), Isabella Bird (colonialism), Ibn Battuta (African trade routes) units**
- 6.E5.1 Describe the factors that influence trade between countries or cultures.
- 6.E5.2 Explain the effects of increasing economic interdependence within distinct groups.

## GEOGRAPHY

**The use of geographic representations and tools helps individuals understand their world. *Every In the Footsteps of History* unit begins with a geographic exploration of the region in question. Its people, flora and fauna, trade and inventions, and cultural life are thoroughly explored, as well as how it has changed over time.**

- 6.G1.1 Use and construct maps, graphs, and other representations to explain relationships between locations of places and regions.
  - Key concepts include major landforms and water bodies, countries, cities, ecosystems, climate, languages, religion, economic systems, governmental systems, population patterns, disease, trade routes, and settlement patterns

**Human-environment interactions are essential aspects of human life in all societies. *Marco Polo, Inuit, Henson, Isabella Bird, and Ibn Battuta (nomadic life) units***

- 6.G2.1 Compare diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Eastern Hemisphere.
  - Key concepts include but are not limited to hunter-gatherer communities, human settlement, Neolithic Revolution, irrigation and farming, domestication of animals, and influence of climate and seasons

**Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface. **Marco Polo, Inuit, Henson, Isabella Bird, and Ibn Battuta units****

- 6.G3.1 Analyze how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas. • Key concepts include but are not limited to language, land and sea transportation and trade routes

- 6.G3.2 Analyze the influence of location, use of natural resources, catastrophic environmental events, and technological developments on human settlement and migration.

- Key concepts include but are not limited to development of early river civilization, pastoral societies, rise of cities, innovations in transportation, and collapse of empires

**Global interconnections and spatial patterns are a necessary part of geographic reasoning. **Marco Polo, Inuit, Henson, Isabella Bird, and Ibn Battuta units, Walkabouts****

- 6.G4.1 Explain why environmental characteristics vary among different world regions.

- Key concepts include but are not limited to latitude, elevation, landforms, location, and human factors

- 6.G4.2 Describe how natural and human-made catastrophic events and economic activities in one place affect people living in nearby and distant places. **Marco Polo, Inuit, Henson, Isabella Bird, and Ibn Battuta units, Walkabouts**

- Key concepts include but are not limited to disease, war, items exchanged, ideas spread along trade routes, and natural disasters

## **HISTORY**

**The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world. **Marco Polo, Inuit, Henson, Isabella Bird, and Ibn Battuta units, Walkabouts****

- 6.H1.1 Compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods.

- 6.H1.2 Explain the causes and effects of interactions between cultures and civilizations.

- Key concepts include but are not limited to trade, competition, warfare, slavery, serfdom, innovations, and contributions.

**Cycles of conflict and cooperation have shaped relations among people, places, and environments. Marco Polo, Inuit, Henson, Isabella Bird, and Ibn Battuta units, Walkabouts**

- 6.H2.1 Evaluate the causes and effects of conflict and resolution among different societies and cultures.

- Key factors such as control and use of natural resources, political power, religious rivalry, acquisition of wealth, cultural diversity, and economic rivalry

**Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world. Marco Polo, Inuit (culture, climate change and poverty), Isabella Bird (Buddhism and women's rights), Ibn Battuta (Islam) units**

- 6.H3.1 Analyze the impact of religious, government, and civic groups over time.

- 6.H3.2 Generate questions to examine the similarities and differences between major world religions and the role of religion in the formation of regions and their cultural, political, economic, and social identity.

- Key world religions such as Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shintoism, Sikhism, and Taoism

- 6.H3.3 Explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities.

**Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world. Marco Polo, Henson (US civil rights era), Inuit (US inequality/poverty), Isabella Bird (women's rights) units**

- 6.H4.1 Describe how different group identities such as racial, ethnic, class, gender, regional, and immigrant/migration status emerged and contributed to societal and regional development, characteristics, and interactions over time.

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## **7th GRADE - INTEGRATED GLOBAL STUDIES**

**Scientific Revolution & Enlightenment -present**



**The content focus will be viewed through historical and geographic lenses. Seventh grade students will understand the relationships and interactions between societies and cultures in both the Eastern and Western Hemispheres. United States history will be taught as it intersects with global issues.**

*In the Footsteps* journeys focus on world religions and cultures, as well as their trade and political interactions. VR Walkabouts cover the entire world.

## **DISCIPLINARY SKILLS AND PROCESSES**

**Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present. *Marco Polo, Henson, Inuit, Isabella Bird, Ibn Battuta units***

- 7.SP1.1 Analyze connections among events and developments in broader historical contexts.
- 7.SP1.2 Classify a series of historical events and developments as examples of change and/or continuity.
- 7.SP1.3 Evaluate the significance of past events and their effect on students' lives and global society.
- 7.SP1.4 Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are historically significant.

**Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues. *Marco Polo, Henson, Inuit, Isabella Bird, Ibn Battuta units***

- 7.SP2.1 Analyze multiple factors that influence the perspectives of people during different historical eras.
- 7.SP2.2 Explain how and why perspectives of people have changed over time.
- 7.SP2.3 Analyze how people's perspectives influenced what information is available in the historical sources they created.

**Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions. Marco Polo, Henson, Inuit, Isabella Bird, Ibn Battuta units**

- 7.SP3.1 Create compelling questions and supporting questions that reflect enduring issues about the world, past and present.
- 7.SP3.2 Use evidence drawn from multiple sources to develop and support claims and counterclaims in response to compelling questions.
- 7.SP3.3 Detect possible limitations in the historical record based on evidence collected from various kinds of historical sources.
- 7.SP3.4 Use questions generated about multiple sources, including international sources, to identify further areas of inquiry and additional sources.
- 7.SP3.5 Evaluate the relevance and utility of sources based on information such as author, date, origin, intended audience, and purpose.
- 7.SP3.6 Construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of those arguments.
- 7.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details, while acknowledging the strengths and weaknesses of the explanations.

**Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.**

**Marco Polo, Henson, Inuit, Isabella Bird, Ibn Battuta units**

- 7.SP4.1 Explain the multiple causes and effects of events and developments in the past and present.
- 7.SP4.2 Evaluate the influence of various causes of events and developments in the past and present.
- 7.SP4.3 Organize applicable evidence into a coherent argument.
- 7.SP4.4 Compare the central arguments in multiple secondary sources on a related topic using multiple types of sources.

## **CIVICS**

**Citizens have individual rights, roles, and responsibilities. Marco Polo, Henson (US civil rights era), Inuit (US inequality/poverty), Isabella Bird (women's rights) units**

- 7.C2.1 Explain how revolutions and other changes in government impact citizens' rights.

**Process, rules, and laws direct how individuals are governed and how society addresses problems. Marco Polo, Henson (US civil rights era), Inuit (US inequality/poverty), Isabella Bird (women's rights), Ibn Battuta (nomadic water rights) units**

- 7.C4.1 Compare historical and contemporary means of changing societies to promote the common good.
- 7.C4.2 Assess specific rules and laws (both actual and proposed) as a means of addressing public problems.
- 7.C4.3 Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings.
- 7.C4.4 Explain challenges people face and opportunities they create in addressing local, regional, and global problems at various times and places. Apply a range of deliberative and democratic procedures to make decisions and act in local, regional, and global communities

## **ECONOMICS**

**By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies. Marco Polo (Silk Road Today extensions), Ibn Battuta (salt/gold routes), Isabella Bird (British Raj period), Inuit units**

- 7.E2.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.
- 7.E2.2 Evaluate current economic issues in terms of benefits and costs for distinct groups in society. Individuals and institutions are interdependent within market systems.
- 7.E3.1 Explain the roles of buyers, sellers, and profits in product, labor, and financial markets.
- 7.E3.2 Analyze the relationship between supply, demand, and competition with emphasis on how they influence prices, wages, and production.
- 7.E3.3 Analyze the influence of institutions such as corporations, non-profits, and labor unions on the economy in a market system.
- 7.E3.4 Explain ways in which money facilitates exchange.

**The interconnected global economy impacts all individuals and groups in significant and varied ways. Marco Polo (world trade extensions), Isabella Bird (colonialism), Ibn Battuta (African trade routes) units**

- 7.E5.1 Explain the interdependence of trade and how trade barriers influence trade among nations.
- 7.E5.2 Compare the various economic systems.
- 7.E5.3 Explain the benefits and the costs of trade policies to individuals, businesses, and society.

## **GEOGRAPHY**

**The use of geographic representations and tools helps individuals understand their world. Every *In the Footsteps of History* unit begins with a geographic exploration of the region in question. Its people, flora and fauna, trade and inventions, and cultural life are thoroughly explored, as well as how it has changed over time.**

- 7.G1.1 Use and construct maps and other geographic representations to explain the spatial patterns of cultural and environmental characteristics.
  - Key tools and representations such as maps, globes, aerial and other photos, remotely sensed images, tables, graphs, and geospatial technology
- 7.G1.2 Analyze various geographic representations and use geographic tools to explain relationships between the location of places and their environments.

**Human-environment interactions are essential aspects of human life in all societies.**

**Marco Polo, Inuit, Henson, Isabella Bird, and Ibn Battuta (nomadic life) units**

- 7.G2.1 Explain how cultural demographic patterns, economic decisions, and human adaptations shape the identity of nearby and distant places.
- 7.G2.2 Analyze cultural and environmental characteristics that make places both similar and different. Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.
- 7.G3.1 Explain how changes in transportation, communication, and technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.

- 7.G3.2 Analyze how relationships between humans and environments extend or contract patterns of settlement and movement.
- 7.G3.3 Evaluate the influences of long-term, human-induced environmental change on spatial patterns and how it may cause conflict and promote cooperation.
- 7.G3.4 Evaluate human population and movement may cause conflict or promote cooperation.

**Global interconnections and spatial patterns are a necessary part of geographic reasoning. Marco Polo, Inuit, Henson, Isabella Bird, and Ibn Battuta units**

- 7.G4.1 Analyze cultural and environmental characteristics among various places and regions of the world.
- 7.G4.2 Explain how the relationship between the human and physical characteristics of places and production of goods influences patterns of world trade.
- 7.G4.3 Analyze how changes in population distribution patterns affect changes in land use in places and regions
- 7.G4.4 Explain an issue in terms of its scale (local, regional, state, national, or global)

## HISTORY

**The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world. Marco Polo, Inuit, Isabella Bird, and Ibn Battuta units**

- 7.H1.1 Analyze the rise and decline, interactions between, and blending of cultures and societies.
- 7.H1.2 Trace the development and impact of scientific, technological, and educational innovations within historical time periods.

**Cycles of conflict and cooperation have shaped relations among people, places, and environments Marco Polo, Inuit, Isabella Bird (Buddhism, colonialism), Ibn Battuta units (Islam), Walkabouts**

- 7.H2.1 Investigate how conflict can be both unifying and divisive throughout communities, societies, nations, and the world.

- 7.H2.2 Compare the multiple causes and effects of conflict and approaches to peacemaking. Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.
- 7.H3.1 Compare the origins and spread of influential ideologies and both religious and non-religious worldviews.
- 7.H3.2 Analyze how economic and political motivations impact people and events.
- 7.H3.3 Trace how individual rights, freedoms, and responsibilities have evolved over time.
- 7.H3.4 Explain the influence of individuals, groups, and institutions on people and events in historical and contemporary settings.
- 7.H3.5 Investigate a significant historical topic from global history that has significance to an issue or topic today.

**Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world. Marco Polo, Inuit, Isabella Bird, Ibn Battuta units, Walkabouts**

- 7.H4.1 Evaluate how the diversity of a society impacts its social and political norms.
  - 7.H4.2 Evaluate the changing patterns of class, ethnic, racial, and gender structures and relations; consider immigration, migration, and social mobility.
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## **8th GRADE - CITIZENSHIP AND CIVIC ENGAGEMENT IN TODAY'S SOCIETY**

**The content focus will be viewed through civic and economic lenses. Citizenship and civic engagement will be taught through inquiry. Eighth grade students will make connections between historical and current/contemporary issues as a base for implementing change in society. Students will recognize and practice their roles and responsibilities as both American and global citizens. United States History will focus on the major events that have their roots in the Constitution, Bill of Rights, and subsequent amendments.**

*In the Footsteps* journeys invite students to compare their county with others. Many social issues are addressed in the journeys, such as women's rights, climate change's impact on cultures, wildlife extinction, and trade inequities.

## **DISCIPLINARY SKILLS AND PROCESSES**

**Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present. Marco Polo, Henson, Inuit, Isabella Bird, Ibn Battuta units**

- 8.SP1.1 Analyze connections among events and developments in broader historical contexts.
- 8.SP1.2 Classify a series of historical events and developments as examples of change and/or continuity.
- 8.SP1.3 Evaluate the significance of past events and their effect on students' lives and society.
- 8.SP1.4 Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are historically significant.

**Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues. Marco Polo, Henson, Inuit, Isabella Bird, Ibn Battuta units**

- 8.SP2.1 Analyze multiple factors that influence the perspectives of people during different historical eras.
- 8.SP2.2 Explain how and why perspectives of people have changed over time.
- 8.SP2.3 Analyze how people's perspectives influenced what information is available in the historical sources they created.

**Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions. Marco Polo, Henson, Inuit, Isabella Bird, Ibn Battuta units**

- 8.SP3.1 Create and answer compelling and supporting questions that reflect enduring issues in the field of history and social science.
- 8.SP3.2 Detect possible limitations in the historical record based on evidence collected from various kinds of historical sources.
- 8.SP3.3 Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
- 8.SP3.4 Evaluate the relevance and utility of historical sources based on information such as author, date, origin, intended audience, and purpose.
- 8.SP3.5 Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the source to guide the selection to support claims and counterclaims.
- 8.SP3.6 Construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of the arguments.
- 8.SP3.7 Construct and present explanations using reasoning, correct sequence, examples, details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.
- 8.SP3.8 Present arguments and explanations on topics of interest to others to reach multiple audiences in and outside of the classroom print, oral, and digital technologies.

**Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.**

**Marco Polo, Henson, Inuit, Isabella Bird, Ibn Battuta units**

- 8.SP4.1 Explain the multiple causes and effects of events and developments in the past.
- 8.SP4.2 Evaluate the influence of various causes of events and developments in the past.
- 8.SP4.3 Organize applicable evidence into a coherent argument about the multiple causes and effects of events and issues.
- 8.SP4.4 Compare the credibility, and authenticity of central arguments in secondary works of history on related topics in multiple media.

**CIVICS**



**Process, rules, and laws direct how individuals are governed and how society addresses problems** **Marco Polo unit (Silk Road today), Ibn Battuta unit (scarcity of water for nomadic life, Benin Bronzes controversy), Inuit unit (global warming affecting wildlife and people's ability to survive)**

- 8.C4.1 Compare historical and contemporary means of changing societies to promote the common good.
- 8.C4.2 Assess specific rules and laws (both actual and proposed) as means of addressing public problems.
- 8.C4.3 Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings and at different levels including the national, state, local (county, city, school board), and tribal.
- 8.C4.4 Identify, research, analyze, discuss, and defend a position on a national, state, or local public policy issue including an action plan to address or inform others about the issue.
- 8.C4.5 Analyze how a specific problem can manifest itself at the local, regional, and global levels, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem. Apply a range of deliberative and democratic procedures to take action and solve the problem.

## **ECONOMICS**

**By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.** **Marco Polo (Silk Road Today extensions), Ibn Battuta (salt/gold routes), Isabella Bird (British Raj period), Inuit units**

- **8.E2.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.**
- 8.E2.2 Evaluate current economic issues in terms of benefits and costs for distinct groups. Individuals and institutions are interdependent within market systems.
- 8.E3.1 Explain the roles of buyers, sellers, and profits in product, labor, and financial markets.
- 8.E3.2 Analyze the relationship between supply, demand, and competition and their influence on prices, wages, and production.
- 8.E3.3 Analyze the influence of institutions such as corporations, non-profits, and labor unions in a market economy.

**The interconnected global economy impacts all individuals and groups in significant and varied ways. Marco Polo (world trade extensions), Isabella Bird (colonialism), Ibn Battuta (African trade routes) units**

- 8.E5.1 Explain the interdependence of trade and how trade barriers influence trade among nations.
- 8.E5.2 Compare various economic systems such as command, mixed, and free market.
- 8.E5.3 Explain the benefits and the costs of trade policies to individuals, businesses, and society.

## **GEOGRAPHY**

**The use of geographic representations and tools helps individuals understand their world. Every *In the Footsteps of History* unit begins with a geographic exploration of the region in question. Its people, flora and fauna, trade and inventions, and cultural life are thoroughly explored, as well as how it has changed over time.**

- 8.G1.1 Use geographic tools and representations to analyze historical and modern political and economic issues and events.
  - Key tools and representations such as maps, globes, aerial and other photos, remotely sensed images, tables, graphs, and geospatial technology

**Human-environment interactions are essential aspects of human life in all societies.**

**Marco Polo, Inuit, Henson, Isabella Bird, and Ibn Battuta units**

- 8.G2.1 Examine impact of and responses to environmental issues such as air, water, and land pollution, deforestation, urban sprawl, and changes to climate.
- 8.G2.2 Evaluate how political, social, and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.

**Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface. Marco Polo, Inuit, Henson, Isabella Bird, and Ibn Battuta units**

- 8.G3.1 Evaluate the impact of economic, political, and social decisions that have caused conflict or promoted cooperation throughout time.

**Global interconnections and spatial patterns are a necessary part of geographic reasoning. Marco Polo, Inuit, Henson, Isabella Bird, and Ibn Battuta units**

- 8.G4.1 Take an active stance on a geographic issue reflecting its scale (local, regional, state, national, or global).

## **HISTORY**

**Cycles of conflict and cooperation have shaped relations among people, places, and environments. Marco Polo, Inuit, Henson, Isabella Bird, and Ibn Battuta units**

- 8.H2.2 Investigate how conflict can be both unifying and divisive both domestically and internationally.
  - 8.H2.3 Explain how geographic and environmental factors shaped communities and how competition over resources have affected government policies.
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## **HIGH SCHOOL STANDARDS**

**The Arizona History and Social Science Standards are articulated by grade level for kindergarten through eighth grade. Each of those grade levels also has a content theme and focus for the year. This is not the case for the high school standards. The Arizona State Board of Education establishes the requirements for high school graduation. The minimum course of study and competency requirements are outlined in Arizona Administrative Code R7-2-302.**

**The statewide minimum course of study requires students to take a minimum of three credits of social studies. The three credits in social**

studies must include one credit of American history, including Arizona history; one credit of world history/geography; one-half credit of American government, including Arizona government; and one-half credit of economics. Local Education Agencies (LEAs) are responsible for creating their courses using the high school standards. It is expected that by the time students graduate from high school, they will be taught all twenty-one Anchor Standards and the standards that fall under them. The core discipline standards are not meant to be stand-alone courses. LEAs will use a variety of standards from the core disciplines to create courses. All courses will include the Disciplinary Skills and Processes standards.

## DISCIPLINARY SKILLS AND PROCESSES

Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present. **Marco Polo, Henson, Inuit, Isabella Bird, Ibn Battuta units**

- HS.SP1.1 Evaluate how events and developments were shaped by unique circumstances of time and place as well as broader contexts.
- HS.SP1.2 Analyze change and continuity in historical eras.
- 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.

Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions since there are multiple points of view about events and issues. **Marco Polo, Henson, Inuit, Isabella Bird, Ibn Battuta units**

- HS.SP2.1 Analyze how contexts shaped and continue to shape people's perspectives.

- 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.

**Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions. Marco Polo, Henson, Inuit, Isabella Bird, Ibn Battuta units**

- 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.SP3.6 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 non-linear) examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation.
- HS.SP3.8 Present arguments and explanations that feature ideas and perspectives on issues and topics to reach a range of audiences and venues using print, oral, and digital technologies. **Marco Polo, Henson, Inuit, Isabella Bird, Ibn Battuta units**

**Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.**

**Marco Polo, Henson, Inuit, Isabella Bird, Ibn Battuta units**

- HS.SP4.1 Analyze multiple and complex causes and effects of events in the past and present.

- HS.SP4.2 Distinguish between long-term causes and triggering events in developing an argument.
- HS.SP4.3 Integrate evidence from multiple relevant sources and interpretations into a reasoned argument.
- 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.

## ECONOMICS

**By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies. Marco Polo, Inuit, Isabella Bird, Ibn Battuta units**

- HS.E2.1 Explain how scarcity results in economic decisions and evaluate their impact on individuals, institutions, and societies.
- HS.E2.2 Analyze how incentives influence economic choices for individuals, institutions, and societies.

**Individuals and institutions are interdependent within market systems. Marco Polo (world trade extensions), Ibn Battuta (gold/salt routes), Isabella Bird (British Raj, colonialism, corporations today)**

- HS.E3.1 Explain how buyers and sellers interact to create markets and market structures.
- HS.E3.2 Evaluate how numerous factors and conditions influence market prices.
- HS.E3.3 Evaluate the role of government in regulating market places.
- HS.E3.4 Explain the distinct types of business organizations and analyze the role of innovation and entrepreneurship in a market economy.

**The domestic economy is shaped by interactions between government, institutions, and the private sector. Marco Polo (world trade extensions), Inuit (traditional vs modern life), Isabella Bird (colonialism and corporations today)**

- HS.E4.1 Use economic data to analyze the health of a national economy.
- HS.E4.2 Evaluate the economic conditions that lead to fiscal and monetary policy choices and explain their impact on households and businesses.
- HS.E4.3 Explain the roles of institutions in a market economy.
- HS.E4.4 Explain the effect of advancements in technology and training on economic growth and standards of living.

**The interconnected global economy impacts all individuals and groups in significant and varied ways. Marco Polo (world trade extensions), Isabella Bird (colonialism), Ibn Battuta (gold/salt routes) units**

- HS.E5.1 Evaluate the advantages and disadvantages of global trade.
- HS.E5.2 Evaluate how interdependence impacts individuals, institutions, and societies.
- HS.E5.3 Explain why nations chose to trade and how it is regulated.
- HS.E5.4 Explain how national economies influence trade.

## **GEOGRAPHY**

**The use of geographic representations and tools help individuals understand their world. Every *In the Footsteps of History* unit begins with a geographic exploration of the region in question. Its people, flora and fauna, trade and inventions, and cultural life are thoroughly explored, as well as how it has changed over time.**

- 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.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

**Human-environment interactions are essential aspects of human life in all societies. Marco Polo, Henson, Inuit, Isabella Bird, Ibn Battuta (nomads today) units**

- HS.G2.1 Analyze interactions within and between human and physical systems.
- HS.G2.2 Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.
- HS.G2.3 Evaluate the impact of human settlement on the environment and culture of specific places and regions.
- HS.G2.4 Evaluate the use and sustainability of natural resources.

**Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface. Marco Polo (inventions and technologies of the Middle Ages), Inuit (challenges of modern life), Isabella Bird, Ibn Battuta (nomads today) units**

- 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.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.G3.4 Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration settlement.
- HS.G3.5 Evaluate the impact of social, political, and economic decisions that have caused conflict or promoted cooperation throughout time.

**Global interconnections and spatial patterns are a necessary part of geographic reasoning. Marco Polo, Inuit, Isabella Bird, Ibn Battuta units**

- 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.G4.3 Analyze patterns of interdependence.

## **HISTORY**

**The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world. Marco Polo, Henson, Inuit, Isabella Bird, Ibn Battuta units, Walkabouts**

- HS.H1.1 Explain the process of state-building, expansion, and dissolution.
- HS.H1.2 Explain and compare how social, cultural, and environmental factors influenced 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.H1.7 Analyze how technological innovation and trade has affected economic development and transformed societies.

**Cycles of conflict and cooperation have shaped relations among people, places, and environments. Marco Polo, Inuit, Isabella Bird, Ibn Battuta units, Walkabouts**

- HS.H2.1 Explain multiple causes of conflict.
- HS.H2.2 Analyze approaches to conflict management and resolution.
- HS.H2.3 Evaluate the short- and long- term impacts of conflicts and their resolutions.
- HS.H2.4 Compare causes and effects of isolationism and globalism.

**Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world. Marco Polo, Inuit, Isabella Bird (Buddhism, colonialism), Ibn Battuta units (Islam), Walkabouts**

- HS.H3.1 Analyze how societies, leaders, institutions, and organizations respond to societal needs and changes.
- HS.H3.2 Analyze how ideologies, religion, and belief systems have influenced economic, political, and social institutions over time.
- HS.H3.3 Compare the ways in which economic philosophies influenced political, economic, and social developments.
- HS.H3.4 Evaluate how societies have balanced individual freedoms, responsibilities, and human dignity versus the common good.
- HS.H3.5 Explain how different labor systems developed and affected societies over time.

**Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world. Marco Polo, Henson, Inuit, Isabella Bird, Ibn Battuta units, Walkabouts**

- HS.H4.1 Examine how historically marginalized groups have affected change on political and social 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.
- HS.H4.4 Examine how a diverse society can be a force for unity and/or disunity.