

A Guide to the Colorado Academic Standards



World History
High School



Working Together

To support families and teachers in realizing the goals of the Colorado Academic Standards, this guide provides an overview of the learning expectations for high school world history and offers some possible learning experiences students may engage in during this time.

Why Standards?

Created by Coloradans for Colorado students, the Colorado Academic Standards provide a grade-by-grade road map to help ensure students are ultimately successful in college, careers, and life. The standards aim to improve what students learn and how they learn in ten content areas, emphasizing critical-thinking, creativity, problem solving, collaboration, and communication as important life skills in the 21st century.

Social Studies for High Schools (9-12)

Building on the social studies skills developed throughout the elementary and middle school grades, students in high school study world history (Renaissance to the present), world geography, United States history (Reconstruction to the present), economics (including personal financial literacy), and United States government. Throughout high school, students investigate historical events, examine geographic features and resources, consider economic decision-making processes, and analyze the rights, roles, and responsibilities of citizens.

Where can I learn more?

- Contact your school district regarding local decisions related to standards, curriculum, resources, and instruction.
- Colorado Academic Standards Booklets: <http://www.cde.state.co.us/standardsandinstruction/GradeLevelBooks.asp>
- Stephanie Hartman, Social Studies Content Specialist at 720-498-2084, Hartman_s@cde.state.co.us



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At the end of High School, students can...



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Social Studies Learning Expectations for World History

Articulate (write and speak) about ideas, events, and historical periods that shaped World History (from approximately the Renaissance to the present); evaluate a variety of primary and secondary sources; identify patterns of change over time for significant historical periods in both the Eastern and Western hemisphere; discuss world religions and other ideas that shape(d) people and places.

Use maps and other geographic tools to explain interactions of people and places; explain how places and regions are connected.

Trace the formation of different forms of governments; explain how government structures and policies impact societies and citizens.

Throughout High School, you may find students...

- Analyzing primary and secondary sources to formulate historical arguments; considering what stays the same and what changes across time and location; connecting the causes and effects of significant events, major scientific, and technological innovations (Industrial Revolution); considering events with their complex motivations, ideas, and results (the Meiji

Restoration in Japan); discussing issues that unify cultural/national groups (German unification and Italian unification), and issues that divide or separate people (Apartheid, the Holocaust); discussing the historical development and impact of major world religions and philosophies (modern changes in Christianity, Islam, Judaism, Buddhism and Hinduism).

- Using maps and other geographic tools to explain the growing interconnectedness of the world's population (emigration and immigration patterns); interpreting how the environment shapes societies and countries throughout world history; relating how the uneven distribution of resources in the world can result in conflict, competition, or cooperation.
- Explaining how the economic role of government within different countries affects decisions regarding production and distribution of goods (socialism, communism, and market capitalism); analyzing the opportunity costs of economic choices throughout modern world history.
- Examining the political theories that contributed to foundation and development of various governments; evaluating the interactions of various governments and their leaders (the development of fascist dictators before World War II); comparing and contrasting the functions of different systems of government (monarchies, democracies, dictatorships).