

# HS World History

Sample Topics by Time Period	Sample Themes by Time Period
<p><b>1300–1500: Global Encounters and Exchanges Grow</b>            Topics may include but are not limited to Pueblo, Dine’ (Navajo), Apache, Seminole, Culhua-Mexica (Aztec), Maya, Arawak, Andean Civilization, Mali, Ethiopia, Great Zimbabwe, Swahili Coast, Byzantium, Medieval Scholasticism, European Exploration, Mongolian Empire, Ottoman Empire, Ming Dynasty, Asian Exploration, Trans-Saharan and Indian Ocean Slave Trade Networks, Black Death, Crusades, Divine Right of Kings, Mandate of Heaven, Arabic-Latin Translation, etc.</p>	<ul style="list-style-type: none"> <li>• Interregional system of communication, trade, and cultural exchange</li> <li>• Rise of the Mongol empire and its consequences for Eurasian peoples, 1200–1350</li> <li>• Growth of states, towns, and trade in Sub-Saharan Africa between the 11th and 15th centuries</li> <li>• Patterns of crisis and recovery in Afro-Eurasia, 1300–1450</li> <li>• Expansion of states and civilizations in the Americas, 1000–1500</li> <li>• Major global trends, 1000–1500</li> </ul>
<p><b>1450–1770: The First Global Age Emerges</b>            Topics may include but are not limited to Fall of Constantinople, Reconquista, 1492 Edict of Alhambra, Inquisition, War of the Roses, Columbian Exchange, Ayiti (Taino), Tenochtitlan (Aztec), Cajamarca (Inca), Mestizo, Songhai Empire, African Diaspora, Safavid Empire, Renaissance, Julian vs. Gregorian Calendar, Gutenberg’s Printing Press, Scientific Revolution, Protestant Reformation, Counter-reformation, Absolute Monarchies, Elizabethan Age, Glorious Revolution, Iroquois Confederacy, Enlightenment, Qing Dynasty, Tokugawa Shogunate, etc.</p>	<ul style="list-style-type: none"> <li>• Transoceanic interlinking of all major regions of the world that led to global transformations, 1450–1600</li> <li>• European society experienced political, economic, and cultural transformations in an age of global intercommunication, 1450–1750</li> <li>• Large territorial empires dominated much of Eurasia between the 16th and 18th centuries</li> <li>• Economic, political, and cultural interrelations among peoples of Africa, Europe, and the Americas, 1500–1750</li> <li>• Transformations in Asian societies in the era of European expansion</li> <li>• Major global trends, 1450–1770</li> </ul>
<p><b>1750–1923: Revolution, Democratization, and New Empires Spread</b>            Topics may include but are not limited to Industrial Revolution, American Revolution, French Revolution, Romanticism, Napoleon, Latin American Revolutions, Monroe Doctrine, Mexican Independence, Unification of European Countries (Italy, Germany), Imperialism, Social Darwinism, Berlin Conference, Leopold and the Congo Genocide, Battle of Adwa, Suez Canal Construction, Boer Wars, Australian Frontier Wars, New Zealand Wars, Mughal Empire, Meiji Restoration, Opium Wars, Taiping Rebellion, Boxer Rebellion, Sepoy Rebellion, Russian Revolution, etc.</p>	<ul style="list-style-type: none"> <li>• Causes and consequences of political revolutions in the late 18th and early 19th centuries</li> <li>• Causes and consequences of the agricultural and industrial revolutions, 1700–1850</li> <li>• Transformation of Eurasian societies in an era of global trade and rising European power, 1750–1870</li> <li>• Patterns of nationalism, state-building, and social reform in Europe and the Americas, 1830–1914</li> <li>• Patterns of global change in the era of Western military and economic domination, 1800–1914</li> <li>• Major global trends, 1750–1923</li> </ul>

<p><b>1900–1980: Conflict and Self-Determination Expand</b>  Topics may include but are not limited to Mexican Revolution, World War I, Armenian Genocide, 1918 Pandemic, Treaty of Versailles, Panama Canal, Global Great Depression, Nationalism, Japanese Empire, World War II, Holocaust/Shoah, Greek Civil War, Rape of Nanking, Chinese Revolution, Pinochet in Chile, Cuban Revolution, Asian Independence Movements, Nonviolent Resistance Movements, Sykes-Picot, League of Nations Mandate System, State of Israel, Middle East Conflicts, Partition of India, U.S. Civil Rights Movement, African Independence Movements, Fall of Saigon, Cambodian Genocide, Tiananmen Square, League of Nations, Cold War, etc.</p>	<ul style="list-style-type: none"> <li>● Causes and global consequences of World War I</li> <li>● Search for peace and stability in the 1920s and 1930s</li> <li>● Causes and global consequences of World War II</li> <li>● Major global trends, 1900 to the end of World War II</li> </ul>
<p><b>1945–Future: Global Interconnections Accelerate</b>  Topics may include but are not limited to Nuclear Age, United Nations, Universal Declaration of Human Rights, NATO, Space Age, Apartheid, Fall of Soviet Union, Globalization, Information Age, Social Media, Nationalism, Global Influence (U.S., China, Russia), International Unions (EU, AU, USAN, ACD), Economic Growth of the Global South, War on Drugs, War on Terror, Rwandan Genocide, 9/11, Afghanistan War, Iraq War, Arab Spring, Great Recession, Equity Movements, Climate Change, Indigenous Environmentalism, Green Revolution, Greenbelt Movement, Paris Agreement, Covid-19 Pandemic, WHO, NAFTA/CUSMA, etc.</p>	<ul style="list-style-type: none"> <li>● Post–World War II reconstruction, new international power relations, and colonial empires break up</li> <li>● Search for community, stability, and peace in an interdependent world</li> <li>● Major global trends, World War II to the present</li> <li>● Long-term changes and recurring patterns in world history</li> </ul>

<b>Inquiry</b>	
<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to:</i>
<b>Inquiry 23. Construct Compelling and Supporting Questions</b>	<ul style="list-style-type: none"> <li>● 9-12.WH.1. Create compelling questions representing key ideas in world history.</li> </ul>
<b>Inquiry 24. Gather and Evaluate Sources</b>	<ul style="list-style-type: none"> <li>● 9-12.WH.2. Evaluate the credibility of sources from a range of media (print, internet, audio, visual) by examining origin, author, context, content, and corroborative value.</li> <li>● 9-12.WH.3. Gather relevant information from credible sources representing a wide range of views and note inconsistencies in the information.</li> </ul>
<b>Inquiry 25. Develop Claims</b>	<ul style="list-style-type: none"> <li>● 9-12.WH.4. Develop claims and analyze counterclaims about the significance of historical events using evidence that draws directly and substantively from multiple sources.</li> <li>● 9-12.WH.5. Analyze evidence to detect inconsistencies within the evidence in order to revise or strengthen claims.</li> </ul>
<b>Inquiry 26. Communicate and Critique Conclusions</b>	<ul style="list-style-type: none"> <li>● 9-12.WH.6. Present arguments and explanations that reach a range of audiences using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, maps) and digital technologies (e.g., Internet, social media, and digital documentary).</li> </ul>
<b>Inquiry 27. Take Informed Action</b>	<ul style="list-style-type: none"> <li>● 9-12.WH.7. Evaluate historical and contemporary sources of information relating to local, regional, and global problems and identify challenges and opportunities faced by those trying to address these problems.</li> <li>● 9-12.WH.8. Assess options for individual and collective action to address local, regional, and global problems.</li> <li>● 9-12.WH.9. Apply a range of strategies and procedures to make decisions and take action in classrooms, schools, and out-of-school civic contexts.</li> </ul>

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<b>Civics 4. Roles and Responsibilities of a Civic Life</b>	<ul style="list-style-type: none"> <li>● 9-12.WH.10. Assess options for individual and collective action to address local, regional, and global problems.</li> <li>● 9-12.WH.11. Apply a range of strategies and procedures to make decisions and take action in classrooms, schools, and out-of-school civic contexts.</li> <li>● 9-12.WH.12. Evaluate methods people use to create, change, expand, or oppose systems of power and authority.</li> </ul>
<b>Economics/Personal Financial Literacy 9. Global Economy</b>	<ul style="list-style-type: none"> <li>● 9-12.WH.13. Evaluate the impact of global interconnectedness on international economic stability and growth.</li> <li>● 9-12.WH.14. Analyze how national and global economic trends and policies impact the state and local economies in New Mexico.</li> </ul>
<b>Geography 12. Location, Place, and Region</b>	<ul style="list-style-type: none"> <li>● 9-12.WH.15. Analyze and explain the reciprocal relationship between physical, geographical locations and the patterns and processes humans create within them.</li> </ul>
<b>Geography 13. Movement, Population, and Systems</b>	<ul style="list-style-type: none"> <li>● 9-12.WH.16. Identify, evaluate, and explain the causes, characteristics, and impact of diffusion: the spread of ideas, beliefs, religions, cultural practices and traits, language, artifacts, methods, technologies, and diseases across space and over time.</li> </ul>
<b>Geography 14. Human-Environmental Interactions and Sustainability</b>	<ul style="list-style-type: none"> <li>● 9-12.WH.17. Assess how social, economic, political, and environmental developments at global, national, regional, and/or local levels affect the sustainability of modern and traditional cultures.</li> </ul>

<b>High School World History (Continued)</b>	
<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to:</i>
<b>History 15. Historical Change, Continuity, Context, and Reconciliation</b>	<ul style="list-style-type: none"> <li>● 9-12.WH.18. Identify significant transformative moments in world history, analyze the reasons behind their transformative nature, and explain how they continue to shape contemporary global interactions.</li> <li>● 9-12.WH.19. Trace political, intellectual, religious, artistic, technological, economic, and social developments in historical periods as well as within individual societies.</li> <li>● 9-12.WH.20. Identify patterns of continuity and change over time in world history, focusing on patterns both within and between historical eras.</li> <li>● 9-12.WH.21. Examine how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.</li> <li>● 9-12.WH.22. Identify individuals, groups, and events in New Mexico’s history that have influenced or were influenced by events in world history.</li> </ul>
<b>History 16. Cause and Consequence</b>	<ul style="list-style-type: none"> <li>● 9-12.WH.23. Identify and evaluate multiple causes and effects of historical events within world history.</li> <li>● 9-12.WH.24. Distinguish between long-term and short-term causes in developing historical interpretations.</li> <li>● 9-12.WH.25. Identify contemporary global issues that influence or are influenced by New Mexicans.</li> </ul>
<b>History 17. Historical Thinking</b>	<ul style="list-style-type: none"> <li>● 9-12.WH.26. Analyze and evaluate the values and limitations of primary and secondary sources of information (including digital) with attention to the source, its context, reliability, and usefulness.</li> <li>● 9-12.WH.27. Effectively use and integrate evidence from diverse sources to evaluate and develop historical claims.</li> <li>● 9-12.WH.28. Synthesize historical information to create new understandings.</li> </ul>
<b>History 18. Critical Consciousness and Perspectives</b>	<ul style="list-style-type: none"> <li>● 9-12.WH.29. Use a variety of source materials to compare and contrast treatments of the same topic.</li> <li>● 9-12.WH.30. Examine historical events from the perspectives of diverse groups, including Indigenous peoples, national, regional, racial, ethnic, class, and gender, sexual orientation, and differently abled.</li> <li>● 9-12.WH.31. Analyze and evaluate multiple points of view to explain the ideas and actions of individuals and groups.</li> </ul>

## High School World History (*Continued*)

<b>Anchor Standard</b> <i>The student demonstrates an understanding of:</i>	<b>Performance Standard</b> <i>Therefore, the student is able to:</i>
<b>History 19. Power Dynamics, Leadership, and Agency</b>	<ul style="list-style-type: none"> <li>● 9-12.WH.32. Use historical thinking skills to evaluate historical and contemporary sources of information relating to local, regional, and global problems and identify challenges and opportunities faced by those trying to address these problems.</li> <li>● 9-12.WH.33. Investigate cultural and historical developments within societies with attention to belief systems, ideologies, the arts, science, and technology.</li> <li>● 9-12.WH.34. Analyze the complex relationship between dominant cultures and minority groups throughout world history, including but not limited to constructions of race, ethnicity, gender, sexual orientation, differently abled, nationality, class, religion, reactions, and long-term effects of oppression.</li> </ul>
<b>Ethnic, Cultural, and Identity Studies 21. Identity in History</b>	<ul style="list-style-type: none"> <li>● 9-12.WH.35. Compare and contrast the various origins (indigenous, forced, voluntary) of identity groups in world history.</li> <li>● 9-12.WH.36. Examine the impact of historical cultural, economic, political, religious, and social factors that resulted in unequal power relations among identity groups.</li> <li>● 9-12.WH.37. Examine the role colonization, assimilation, and syncretism play in the evolution of cultural, ethnic, racial, and religious identities and language.</li> </ul>