



WHP AND COLORADO ACADEMIC STANDARDS IN SOCIAL STUDIES



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Colorado WHP Executive Summary

The World History Project (WHP) curriculum provides an opportunity for Colorado’s world history students to develop a well-grounded foundation for deep understanding of world history through its readings, videos, and activities. WHP aligns with the majority of Colorado’s 2020 Academic Standards for High School Social Studies. Accordingly, teachers are encouraged to revise or include additional materials at any point in the course in order to focus on, or dig more deeply into, specific topics or periods such as personal financial decisions and government standards. WHP includes three chronological courses: Origins to the Present, 1200 to the Present, and 1750 to the Present. The beauty of the WHP courses is that they can be molded to conform to a variety of periodizations. Therefore, for Colorado, we recommend that teachers use the 1200 course. Resources from the 1750 course may be used as supplements to meet Colorado state standards. The accompanying crosswalk provides examples of aligned materials from both courses.

WHP and Colorado’s Academic Standards in Social Studies

While completing the WHP curriculum, students will learn historical content through various frames and will develop and apply their inquiry skills. These aspects of WHP are aligned to Colorado’s Academic Standards in Social Studies. WHP also includes multiple opportunities for students to engage in inquiry-based learning: reading, writing, claim testing, causation, comparison, contextualization, continuity and change over time, and sourcing. In addition, the WHP course focuses on the frames, or “big pictures” of history, which include the following:

1. Networks: How have our networks of interaction changed over our long history?
2. Production and Distribution: How have our systems of production and distribution of goods and services changed over our long history?
3. Communities: How have our communities changed over our long history?

As students study these frames, they navigate various historical events through smaller scales of time and develop historical knowledge. These historical events include such topics as advancements during the Industrial Revolution, women’s suffrage, and the causes and effects of events such as World War II, which are aligned to Colorado’s standards. Additional information on the frames and scales can be found in the WHP Course Guide. In Colorado’s world history course, there is an emphasis on relevant content and inquiry. Specifically, Colorado’s Academic Standards in Social Studies document states “Rigorous and relevant social studies include strategies and activities that engage students with essential questions and significant ideas ... to think critically and creatively about what they are learning, and to apply that learning to authentic situations.” The WHP supports students as they study the content, throughout various scales, and apply the cornerstone skills, such as critical thinking, expressed in Colorado’s standards. Accordingly, scale switching is a major theme of the WHP course. Assets encourage students to understand historical events and processes on global, regional, national, local, and individual spatial and temporal scales. These course expectations are found throughout the WHP course.

In addition, Colorado's standards document outlines the inclusion of History, Geography, Economics, and Civics disciplines within its anchor standards. WHP uses the frames of communities, networks, and production and distribution to help students understand, evaluate, and question the WHP narrative. The WHP communities frame aligns with Colorado's focus on history and issues of unity and diversity. The communities frame also supports Colorado's emphasis on civics and how individuals and groups can shape policies. The networks frame compliments the study of geography and cultural diffusion. Finally, the production and distribution frame aligns with Colorado's focus on market structures and international trade. WHP is an excellent fit for meeting Colorado's World History course expectations.

WHP, the Common Core State Standards, and the C3 Framework

WHP was created with the C3 Framework in mind and the C3 Framework incorporates the literacy expectations found in the CCSS. As a result, WHP meets these historical thinking and literacy practices and provides the scaffolding necessary for teachers to engage student learning while meeting the needs of all learners in the classroom. WHP was designed with current research in literacy and historical thinking practices in mind and does an excellent job supporting teachers and scaffolding students into these new expectations. The WHP eras and units include multiple opportunities for students to engage in inquiry-based learning as they examine primary and secondary sources, develop and test claims, create arguments, and develop their writing skills. These inquiry-based opportunities are reinforced through practice progressions. WHP incorporates disciplinary thinking and literacy practices into its curriculum and enables students to learn and practice inquiry-based skills at increasing complexity.

WHP provides resources for literacy practices and historical thinking processes that teachers can adapt for their other social studies courses. These resources include readings, writing assignments including DBQs and LEQs, and activities that incorporate historical thinking practices.

Conclusion

WHP provides an engaging and coherent curriculum that enables Colorado's students to meet a majority of the standards and to develop the ways of thinking, reading, and writing set forth in the College and Career Readiness Standards and the C3 Framework. WHP will reinforce the inquiry skills and the content and knowledge that is expected from Colorado's World History course.

Colorado Standards WHP Objectives Crosswalk

Historical

COLORADO SOCIAL STUDIES STANDARDS	WORLD HISTORY PROJECT 1200 COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT COLORADO SKILLS AND STANDARDS	RELEVANT WHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT COLORADO SKILLS AND STANDARDS
HISTORY		
<p>1. Use the historical method of inquiry to formulate compelling questions, evaluate primary and secondary sources, analyze and interpret data, and argue for an interpretation defended by textual evidence.</p>	<p>CO1: Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story. CO5: Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative. U1-3: Analyze and evaluate concepts such as claim testing, contextualization, causation, sourcing, and historical comparison.</p>	<p>U1: Contextualization - Introduction. U2: Project X - A Guide to Reading Charts; Data Exploration: Population; Sourcing - Introduction; Contextualization - Mansa Musa; Primary Sources: Mongol Collection; Claim Testing - Authority. U3: Data Exploration: Urbanization; Sourcing - Spanish Conquest of the Aztec Empire; Contextualization - Mongol and Comanche Empires. U4: Data Exploration: War and Peace. U5: Data Exploration: Child Labor; Sourcing - Why Was Slavery Abolished? Contextualization - Child Labor. U6: Data Exploration: Greenhouse Gas Emissions; Sourcing - Differing Perspectives on Imperialism; Contextualization - Opium Wars. U7: Data Exploration: Democracy; Contextualization - The Great Depression. U8: Data Exploration: Global Inequality; Sourcing - Who Started the Cold War?; Cold War Crisis; Who Is "Winning" the Cold War? U9: Data Exploration: Future Population Growth; Project X - Final Presentation; "Is the World Flat or Spiky?". 1750 U3: Contextualization - How Was Industrialization Possible?</p>
<p>a. Formulate compelling and supporting questions after evaluating primary sources for point of view and historical context.</p>	<p>CO5: Use historical thinking skills and reasoning practices such as scale, comparison, causation, continuity and change over time, sourcing, claim testing, and contextualization, to understand and evaluate the historical narrative.</p>	<p>U2: Sourcing - Introduction; Claim Testing - Authority. U3: Sourcing - Spanish Conquest of the Aztec Empire; Claim Testing - Evidence. U5: Sourcing - Why Was Slavery Abolished? Claim Testing - Social Class and Gender. U6: Sourcing - Differing Perspectives on Imperialism; Gentlemen of the Jungle; Claim Testing - Imperialism. U7: Claim Testing - Global Conflict. U8: Sourcing - Who Started the Cold War?; Cold War Crisis. U9: Claim Testing - Globalization. 1750 U1: Primary Sources: Europe and China in 1750; Primary Sources: The World In 1750. U2: Sourcing – The Inoculation Debate 1750. U3: Industrial Revolution Primary Sources. U7: Primary Sources of Internationalism</p>
<p>b. Gather and analyze historical information to address questions from a range of primary and secondary sources containing a variety of perspectives.</p>	<p>CO2: Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives. CO5: Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.</p>	<p>U2: Sourcing - Introduction; Primary Sources: Mongol Collection; Unit 2 LEQ. U3: Sourcing - Spanish Conquest of the Aztec Empire; DBQ 3. U4: Unit 4 LEQ. U5: Sourcing - Why Was Slavery Abolished?; DBQ5. U6: Sourcing - Differing Perspectives on Imperialism; Gentlemen of the Jungle; Unit 6 LEQ. U7: DBQ 7. U8: Sourcing - Who Started the Cold War?; Cold War Crisis; Unit 8 LEQ. U9: DBQ.9. 1750 U1: Primary Sources: Europe and China in 1750; Primary Sources: The World In 1750. U2: Sourcing – The Inoculation Debate 1750. U3: Industrial Revolution Primary Sources. U7: Primary Sources of Internationalism</p>
<p>c. Gather and analyze historical information from a range of qualitative and quantitative sources. For example: demographic, economic, social, and political data.</p>	<p>CO5: Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.</p>	<p>U2: Project X - A Guide to Reading Charts; Data Exploration: Population. U3: Data Exploration: Urbanization. U4: Data Exploration: War and Peace. U5: Data Exploration. U6: Data Exploration: Greenhouse Gas Emissions. U7: Data Exploration. U8: Data Exploration. U9: Data Exploration: Future Population Growth; Project X - Final Presentation</p>

<p>d. Construct and defend a historical argument that evaluates interpretations by analyzing, critiquing, and synthesizing evidence from the full range of relevant historical sources.</p>	<p>CO1: Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story. CO3: Use primary and secondary sources from multiple perspectives of gender, race, and socioeconomic status, or hierarchies to gain a deeper understanding of human history. CO5: Use historical thinking skills and reasoning practices such as scale, comparison, causation, continuity and change over time, sourcing, claim testing, and contextualization, to understand and evaluate the historical narrative.</p>	<p>U1: DBQ 0. U2: Unit 2 LEQ. U3: DBQ 3. U4: Unit 4 LEQ. U5: DBQ 5. U6: Unit 6 LEQ. U7: DBQ 7. U8: Unit 8 LEQ. U9: CCOT - Unit Comparisons; Project X - Final Presentation; The World in 2050; DBQ 9. 1750 U7: Human Rights and Asylum Debate</p>
<p>3. Key concepts of continuity and change, cause and effect, complexity, unity and diversity, and significant ideas throughout the world from the Renaissance to the present.</p>	<p>CO4: Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution. CO5: Use historical thinking skills and reasoning practices such as scale, comparison, causation, continuity and change over time, sourcing, claim testing, and contextualization, to understand and evaluate the historical narrative. U5-5: Evaluate why people's perceptions of slavery, gender, and childhood changed during this era. U7-4: Understand the rise of fascism in various regions of the world, including its causes and consequences.</p>	<p>U2: CCOT - Introduction. U3: CCOT - The Global Tapestry to Transoceanic Interconnections; Causation - Migrations. U4: CCOT - Transoceanic Interconnections to Revolutions; Causation - Recipe for a Revolution; Revolutionary Women; "Origins and Impacts of Nationalism"; <i>Nationalism</i>; "Ethnic Nationalism". U5: CCOT - Revolutions to Industrialization; Urbanization Game; "A World Tour of Women's Suffrage". U6: Causation - Indian Uprising; "Responses to Industrial Imperialism". U7: CCOT - Empire to Global Conflict; "Fascist Histories, Part I; Causation - World War II. U8: "Decolonizing Women"; "Civil Rights and Global Liberation"; "Apartheid". U9: CCOT - Unit Comparisons; <i>Nonviolence and Peace Movements: CCWH</i>; "Transnationalism and the Revival of Nationalism"; "Movements to End Racial Injustice: From Civil Rights to Black Lives Matter. 1750 U5: CCOT - Transformations to Responses. U8: CCOT - WWII to Cold War. U9: Causation - Environmental Change</p>
<p>a. Evaluate continuity and change over the course of world history. For example: social and political movements related to nationality, ethnicity, and gender; revolutions; the World Wars, the Holocaust, the Cold War; and independence movements/ decolonization.</p>	<p>CO4: Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution. CO5: Use historical thinking skills and reasoning practices such as scale, comparison, causation, continuity and change over time, sourcing, claim testing, and contextualization, to understand and evaluate the historical narrative. U5-3.4: Use the historical thinking practice of sourcing to evaluate theories about the abolition of slavery. U5-5: Evaluate why people's perceptions of labor, women's rights, and human rights changed during this era. U7-4: Understand the rise of fascism in various regions of the world including its causes and consequences. U7-6: Understand and evaluate the causes, scale, and consequences of the Holocaust.</p>	<p>U3: CCOT - The Global Tapestry to Transoceanic Connections. U4: CCOT - Transoceanic Connections to Revolutions; "Origins and Impacts of Nationalism"; "The Atlantic Revolutions". U5: CCOT - Revolutions to Industrialization; "Rise of the Proletariat"; "A World Tour of Women's Suffrage"; Sourcing – Why Was Slavery Abolished? U7: CCOT - Empire to Global Conflict; "Fascist Histories, Part I"; "The Holocaust". U8: "Devastation of Old Markets"; "The Cold War: An Overview"; "Apartheid". U9: CCOT – Unit Comparisons. 1750 U7: "Thirty Years of Continuous War". U8: "And Then Gandhi Came: Nationalism, Revolution, and Sovereignty"</p>
<p>b. Investigate causes and effects of significant events throughout world history. For example: the Renaissance; the Protestant Reformation; the Industrial Revolution; the French, Russian, and Chinese Revolutions; the World Wars; genocides; and the Arab Spring movement.</p>	<p>CO5: Use historical thinking skills and reasoning practices such as scale, comparison, causation, continuity and change over time, sourcing, claim testing, and contextualization, to understand and evaluate the historical narrative. U4-1: Analyze how the roles of sovereignty, individualism, and the fight for equality influenced the political revolutions discussed in this unit. U7-1: Analyze the causes, scale, and consequences of global conflict in this era.</p>	<p>U2: Causation - The Black Death. U3: Causation - Migrations. U4: Causation - Recipe for a Revolution. U5: Urbanization Game; Making Claims - Industrialization. U6: Causation - Indian Uprising. U7: Making Claims - World War I; Causation - World War II. U9: Making Claims - Globalization; Causation - Environmental Change. 1750 U2: Causation - Revolutions; Making Claims - Revolutions.</p>
<p>c. Analyze the complexity of events throughout world history. For example: religious rifts such as the Protestant Reformation and the Shiite/Sunni split in Islam; independence movements in Africa, the Americas, and Asia; and globalization and the rise of modern terrorist organizations.</p>	<p>CO5: Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.</p>	<p>U3: Contextualization - Mongol and Comanche Empires. U4: Revolutionary Women. U5: Contextualization- Child Labor. U6: Contextualization - Opium Wars. U7: Contextualization - The Great Depression. U8: Who Is "Winning" the Cold War? 1750 U3: Contextualization - How Was Industrialization Possible?</p>

<p>d. Examine and evaluate issues of unity and diversity throughout world history. For example: migration and immigration, nationalist movements, revolutions, colonialism, world conferences/international agreements, human rights issues, and the resulting changes in political geography.</p>	<p>CO4: Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution. CO5: Use historical thinking skills and reasoning practices such as scale, comparison, causation, continuity and change over time, sourcing, claim testing, and contextualization, to understand and evaluate the historical narrative. U5-5: Evaluate why people's perceptions of slavery, gender, and childhood changed during this era. U7-4: Understand the rise of fascism in various regions of the world, including its causes and consequences.</p>	<p>U4: "Atlantic Revolutions"; "Origins and Impacts of Nationalism"; <i>Nationalism</i>; "Ethnic Nationalism". U5: "A World Tour of Women's Suffrage"; "Industrialization and Migration"; "Responses to Industrialization". U6: Causation - Indian Uprising; "Responses to Industrial Imperialism". U7: "Fascist Histories, Part I"; <i>Internationalism Between the Wars</i>. U8: "Decolonizing Women"; "Civil Rights and Global Liberation"; "Apartheid". U9: "Universal Rights"; <i>Nonviolence and Peace Movements: CCWH</i>; "Transnationalism and the Revival of Nationalism"; "Movements to End Racial Injustice: From Civil Rights to Black Lives Matter".</p>
<p>e. Discuss the historical development and contemporary impact of philosophical movements and major world religions. For example: the Enlightenment, the development and expansion of Buddhism, Christianity, Hinduism, Islam, Judaism, Sikhism, and Taoism.</p>	<p>CO4: Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution. U2-1.2: Assess the role of religion in the administration of states and thickening of networks in Afro-Eurasia. U2-4.1: Investigate the role of world religions in the formation of communities and networks before 1450.</p>	<p>U2: "State and Religion in Afro-Eurasia"; <i>The Emergence of Islam</i>; <i>Mansa Musa and Islam in Africa</i>. U3: "Religious Syncretism in Colonial Mexico City"; "A Sublime Empire: Ottoman Rule on Land and Sea"; "Mughal Empire". U4: "The Enlightenment". Origins E3: <i>Christianity From Judaism to Constantine: CCWH</i>; "Why Do Belief Systems Spread? How China Made Buddhism It's Own"; "Islam"; <i>Islam, the Quran, and the Five Pillars Without a Flamewar: CCWH</i>. Origins E4: "Christendom"; <i>Impact of the Crusades</i>; "Networks and Exchange in the Islamic World"; "The Caliphate". AP U3: "Transformations in Eurasian Belief Systems, 1450-1750"</p>
<p>f. Investigate the historical development and impact of major scientific and technological innovations in the Industrial Age, the Space Age, and the Digital Age. For example: the British factory system, Sputnik, and the miniaturization of technology.</p>	<p>U5-1: Understand and evaluate the economic and technological changes that led to the Industrial Revolution and analyze how the Industrial Revolution created significant changes in human communities, networks, production and distribution, as well as its impact on the environment. U5-2.2: Evaluate how the Industrial Revolution spread to a variety of global regions and how different nations adapted to these immense changes to communities, networks, and production and distribution.</p>	<p>U5: <i>Unit 5 Overview Video</i>; "Unit 5 Overview: Industrialization 1750 to 1914"; Unit 5 Problem Notebook; Geography - Unit 5 Mapping, Part 1; Urbanization Game; <i>Origins of the Industrial Revolution</i>; "The Industrial Revolution"; "The Global Transformations of the Industrial Revolution"; "Japan's Industrial Revolution"; "Meiji Restoration"; "Egypt's Industrial Revolution"; Comparison - Egypt and Japan; "Imperialism and De-Industrialization in India"; "Responses to Industrialization"; Otilie Baader (Graphic Biography); Contextualization - Child Labor; "Changing Gender Roles"; Geography - Unit 5 Mapping Part 2. U9: "Our Networks Today". 1750 U3: CCOT- Revolutions to Industrialization; <i>Coal, Steam, and The Industrial Revolution: CCWH</i>. 1750 U8: "Arms Race, Space Race"</p>
<p>g. Describe and analyze the historical development and impact of the arts and literature on the cultures of the world. For example: the Renaissance, Modernism, propaganda, and the use of art and literature as forms of resistance.</p>	<p>CO4: Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution.</p>	<p>U2: "The Renaissance". U6: Imperialism Cartoons. U7: "World War I: A Total War?"; World War I Poster Analysis; "A Lost Generation". 1750 U7: "Art and the World Wars"</p>

Colorado Standards WHP Objectives Crosswalk

Geography

COLORADO SOCIAL STUDIES STANDARDS	WORLD HISTORY PROJECT 1200 COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT COLORADO SKILLS AND	RELEVANT WHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT COLORADO SKILLS AND STANDARDS
GEOGRAPHY		
<p>1. Use geographic tools and resources to analyze Earth’s human systems and physical features to investigate and address geographic issues.</p>	<p>CO4: Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution. U5-1: Understand and evaluate the economic and technological changes that led to the Industrial Revolution and analyze how the Industrial Revolution created significant changes in human communities, networks, production and distribution, as well as its impact on the environment. U9-5: Analyze how globalization has impacted the environment.</p>	<p>U2: Geography - Unit 2 Mapping Part 1; "Indian Ocean Routes"; Geography - Unit 2 Mapping Part 2. U3: Geography - Unit 3 Mapping Part 1; Data Exploration - Urbanization; "Transatlantic Migration Patterns"; Our Interconnected World; "Crops that Grew the World"; "The Effects of Global Interactions"; Geography - Unit 3 Mapping Part 2. U4: Geography - Unit 4 Mapping Part 1; Geography - Unit 4 Mapping Part 2. U5: Geography - Unit 5 Mapping Part 1; Urbanization Game; "The Global Transformations of the Industrial Revolution"; Geography - Unit 5 Mapping Part 2. U6: Geography - Unit 6 Mapping Part 1; Geography - Unit 6 Mapping Part 2 U7: Geography - Unit 7 Mapping Part 1; Our Interconnected World - World War I; Geography - Unit 7 Mapping Part 2. U8: Geography - Unit 8 Mapping Part 1; Geography - Unit 8 Mapping Part 2. U9: "Population and Environmental Trends, 1880 to the Present"; "The Anthropocene"; Data Exploration: Future Population Growth"</p>
<p>a. Analyze variations in spatial patterns of cultural and environmental characteristics at multiple scales while gathering geographic data from a variety of sources. For example: maps, GIS, graphs, charts.</p>	<p>CO4: Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution. U2-2: Investigate regional networks of exchange that connected societies and how communities were impacted by these connections. U2-3: Assess the causes and effects of the expansion and contraction of networks during this era. U3-1.4: Evaluate the impact of the Columbian Exchange and transatlantic migrations on communities in Afro-Eurasia and the Americas.</p>	<p>U2: Geography - Unit 2 Mapping Part 1; "Archipelago of Trade"; "New World Networks: 1200-1490s"; "Trans-Saharan Routes"; <i>Silk and the Song Dynasty</i> ; "Indian Ocean Routes"; "Trade Networks and the Black Death"; Geography - Unit 2 Mapping Part 2. U3: Geography - Unit 3 Mapping Part 1; Data Exploration: Urbanization; "The Columbian Exchange"; Our Interconnected World; "Transatlantic Migration Patterns"; "Survey of Transoceanic Empires"; Geography - Unit 3 Mapping Part 2. U4: Geography - Unit 4 Mapping Part 1; Geography - Unit 4 Mapping Part 2. U5: Geography - Unit 5 Mapping Part 1; Urbanization Game; When Countries Industrialized; Geography - Unit 5 Mapping Part 2. U6: Geography - Unit 6 Mapping Part 1; Geography - Unit 6 Mapping Part 2. U7: Geography - Unit 7 Part 1; Our Interconnected World - WWI; Geography - Unit 7 Mapping Part 2. U8: Geography - Unit 8 Mapping Part 1; Data Exploration: Global Inequality; "The Cold War: an Overview"; Geography - Unit 8 Mapping Part 2. U9: "Population and Environmental Trends, 1880 to the Present"; Our Interconnected World - Frames</p>
<p>b. Create and interpret maps to display and explain the spatial patterns of cultural and environmental characteristics using geospatial and related technologies.</p>	<p>CO4: Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution. CO5: Use historical thinking skills and reasoning practices such as scale, comparison, causation, CCOT, sourcing, claim testing, and contextualization to understand and evaluate the historical narrative. U2-3: Assess the causes and effects of the expansion and contraction of networks during this era.</p>	<p>U2: "Trans-Saharan Routes"; "Indian Ocean Routes"; Geography - Unit 2 Mapping, Part 2. U3: "Transatlantic Migration Patterns"; Our Interconnected World; Geography - Unit 3 Mapping, Part 2. U4: Geography - Unit 4 Mapping Part 1; Geography - Unit 4 Mapping Part 2. U5: Geography - Unit 5 Mapping Part 1; Urbanization Game; When Countries Industrialized; Geography - Unit 5 Mapping Part 2. U6: Geography - Unit 6 Mapping Part 1; Geography - Unit 6 Mapping Part 2. U7: Geography - Unit 7 Mapping Part 1; Our Interconnected World - World War I; Geography - Unit 7 Mapping Part 2. U8: Geography - Unit 8 Mapping Part 1; Geography - Unit 8 Mapping Part 2</p>

<p>c. Evaluate relationships between the locations of places and regions and their political, cultural, and economic relationships using maps, satellite images, photographs, and other representations.</p>	<p>CO4: Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution. U2-3: Assess the causes and effects of the expansion and contraction of networks during this era.</p>	<p>U2: "Trans-Saharan Routes"; "Indian Ocean Routes"; Geography - Unit 2 Mapping, Part 2. U3: "Transatlantic Migration Patterns"; Our Interconnected World; Geography - Unit 3 Mapping, Part 2. U4: Geography - Unit 4 Mapping Part 1; Geography - Unit 4 Mapping Part 2. U5: Geography - Unit 5 Mapping Part 1; Urbanization Game; When Countries Industrialized; Geography - Unit 5 Mapping Part 2. U6: Geography - Unit 6 Mapping Part 1; Geography - Unit 6 Mapping Part 2. U7: Geography - Unit 7 Mapping Part 1; Our Interconnected World - World War I; Geography - Unit 7 Mapping Part 2. U8: Geography - Unit 8 Mapping Part 1; Geography - Unit 8 Mapping Part 2</p>
<p>2. Geographic variables influence interactions of people, places, and environments.</p>	<p>CO4: Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution. U9-1: Assess how globalization both positively and negatively affects human communities, networks, and production and distribution.</p>	<p>U3: Causation - Migration; "Transatlantic Migration Patterns". U5: Urbanization Game. U9: UN Sustainable Development Goals; "Population and Environmental Trends, 1880 to the Present"; Environmentalism</p>
<p>a. Identify, evaluate, and communicate strategies to respond to constraints placed on human systems by the physical environment.</p>	<p>CO4: Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution. U9-1: Assess how globalization both positively and negatively affects human communities, networks, and production and distribution. U9-5: Analyze how globalization has impacted the environment.</p>	<p>U9: "Environmentalism"; <i>Green Revolution</i>; UN Sustainable Development Goals; "The Anthropocene"; "Population and Environmental Trends, 1880 to the Present"; "Conflict Over Natural Resources"; Causation - Environmental Change</p>
<p>b. Analyze interpret, and predict the influences of migration and the distribution of human population based on reciprocal patterns. For example: historical events, the spatial diffusion of ideas, technologies, and cultural practices.</p>	<p>CO4: Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. U3-1.4: Evaluate the impact of the Columbian Exchange and transatlantic migrations on communities in Afro-Eurasia and the Americas.</p>	<p>U3: "The Columbian Exchange"; Causation - Migration; "Transatlantic Migration Patterns". U5: Urbanization Game; "Industrialization and Migration"; <i>Railroads & the Industrial Revolution: CCWH</i>. U9: "Population and Environmental Trends, 1880 to the Present". 1750 U1: "Americas in 1750"</p>
<p>c. Analyze patterns of distribution and arrangements of settlements and the processes of the diffusion of human activities. For example: urban/rural, regional, and transportation patterns.</p>	<p>U3-1.4: Evaluate the impact of the Columbian Exchange and transatlantic migrations on communities in Afro-Eurasia and the Americas. U5-1: Understand and evaluate the economic and technological changes that led to the Industrial Revolution and analyze how the Industrial Revolution created significant changes in human communities, networks, production and distribution, as well as its impact on the environment.</p>	<p>U3: "The Columbian Exchange"; Causation - Migration; "Transatlantic Migration Patterns". U5: "The Industrial Revolution"; <i>Origins of the Industrial Revolution</i>; Urbanization Game; "Industrialization and Migration"; <i>Railroads & the Industrial Revolution: CCWH</i>. U8: "The Cold War Around the World". U9: "Population and Environmental Trends, 1880 to the Present".</p>
<p>d. Explain how altering the environment has brought prosperity to some places and created environmental dilemmas for others.</p>	<p>U9-1: Assess how globalization both positively and negatively affects human communities, networks, and production and distribution. U9-2: Evaluate how globalization has impacted inequality around the world. U9-5: Analyze how globalization has impacted the environment.</p>	<p>U9: UN Sustainable Development Goals; "The Anthropocene"; "Environmentalism"; "Population and Environmental Trends: 1880 to the Present"; <i>Green Revolution</i>; "Conflict Over Natural Resources". 1750 U9: <i>Drought and Famine: CCWH</i>; <i>Water and Classical Civilizations: CCWH</i></p>
<p>e. Research and interpret multiple viewpoints on issues that shape policies and programs for resource use and sustainability. For example: immigration, resource distribution, and universal human rights.</p>	<p>U9-4: Analyze how human rights have been impacted in a modern world. U9-7: Create and support arguments using historical evidence to communicate conclusions through individual or shared writing.</p>	<p>U8: Data Exploration - Global Inequality. U9: "Is the World Flat or Spiky?"; UN Sustainable Development Goals; <i>Green Revolution</i>; "Universal Rights"; Comparison - Rights Documents</p>

<p>f. Evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses at local-to-global scales.</p>	<p>U9-1: Assess how globalization both positively and negatively affects human communities, networks, and production and distribution. U9-5: Analyze how globalization has impacted the environment.</p>	<p>U6: Data Exploration - Greenhouse Gas Emissions. U9: "The Anthropocene"; UN Sustainable Development Goals; "Population and Environmental Trends, 1880 to the Present". 1750 U9: <i>Water and Classical Civilizations: CCWH</i></p>
<p>3. The interconnected nature of the world, its people and places.</p>	<p>CO4: Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution. U2-3: Assess the causes and effects of the expansion and contraction of networks during this era. U9-1: Assess how globalization both positively and negatively affects human communities, networks, and production and distribution.</p>	<p>U2: "Trans-Saharan Routes"; "Indian Ocean Routes". U3: "Transatlantic Migration Patterns"; Our Interconnected World. U5: "The Global Transformations of the Industrial Revolution". U7: Our Interconnected World - World War I; "The First World War as a Global War"; "Global Great Depression"; "The Global Story of the 1930s"; "The Second World War". U8: "The Cold War Around the World"; "Connecting Decolonization and the Cold War". U9: "Introduction to Globalization"; "Is the World Flat or Spiky?"; "International Institutions"; "Rise of China"; "Goods Across the World"; Follow the Product; Our Interconnected World - Frames; Claim Testing - Globalization; "Our Networks Today"</p>
<p>a. Explain how the uneven distribution of resources in the world can lead to conflict, competition, or cooperation among nations, regions, and cultural groups.</p>	<p>CO4: Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution. U9-1: Assess how globalization both positively and negatively affects human communities, networks, and production and distribution.</p>	<p>U7: "Global Great Depression". U9: <i>Indigenous Americans and Globalization</i>; "Conflict Over Natural Resources". 1750 U9: "The Zapatistas in Mexico"</p>
<p>b. Explain that the world's population is increasingly connected to and dependent upon other people for both human and natural resources.</p>	<p>CO4: Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution. U2-3: Assess the causes and effects of the expansion and contraction of networks during this era. U9-1: Assess how globalization both positively and negatively affects human communities, networks, and production and distribution.</p>	<p>U2: "Archipelago of Trade"; "Trans-Saharan Routes"; <i>Silk and the Song Dynasty</i>; "Indian Ocean Routes". U3: "The Columbian Exchange"; "Crops that Grew the World"; Our Interconnected World. U6: "Struggle and Transformation in China". U9: "Introduction to Globalization"; "Goods Across the World"; Follow the Product; Our Interconnected World - Frames; "Conflict Over Natural Resources"</p>
<p>c. Explain how migration of people and movement of goods and ideas can enrich cultures, but also create tensions.</p>	<p>CO4: Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution. U9-1: Assess how globalization both positively and negatively affects human communities, networks, and production and distribution.</p>	<p>U9: "Is the World Flat or Spiky?"; Unit 9 Problem Notebook; "Rise of China"; "Goods Across the World"; Follow the Product; "A Century of Refugees". U9: "The Flower Industry in Columbia: The Good, the Bad, and the Ugly of Globalization"</p>
<p>d. Analyze how cooperation and conflict influence the division and control of Earth. For example: international agreements, political patterns, and national boundaries.</p>	<p>CO4: Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution. U6-1: Describe how industrialization led to imperialism and the expansion of empires. U7-1.3: Assess the impacts of World War I on different regions of the world.</p>	<p>U6: "Tools of Imperialism"; "Struggle and Transformation in China"; <i>Imperialism: CCWH</i>. U7: "What Caused the First World War?"; World War I Peace Talks; <i>Internationalism Between the Wars</i>; "Fascist Histories, Part 1". U8: "The Cold War: An Overview"; "End of Old Regimes"; "The Middle East and the End of Empire". U9: <i>Nonviolence and Peace Movements, CCWH</i>; "Transnationalism and the Revival of Nationalism"; <i>Conflict in Israel and Palestine: CCWH</i>; "Conflict Over Natural Resources". 1750 U5: "The Berlin Conference". U7: "Appeasement"</p>
<p>e. Make predictions and draw conclusions about the global impact of cultural diffusion/assimilation. For example: human rights, language, religion, and ethnicity.</p>	<p>CO4: Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. U3-1.4: Evaluate the impact of the Columbian Exchange and transatlantic migrations on communities in Afro-Eurasia and the Americas.</p>	<p>U3: "The Columbian Exchange"; "The Effects of Global Interactions"; Causation - Migration; "Transatlantic Migration Patterns"; "Religious Syncretism in Colonial Mexico City"; "European Colonies in the Americas"; "The Transatlantic Slave Trade". U5: Urbanization Game; "Industrialization and Migration". U6: "Industrial Imperialism, the 'New' Imperialism"; "Tools of Imperialism"; <i>Imperialism: CCWH</i>; "Colonial Violence"; "1857 Indian Uprising". U9: "Why Does Genocide Still Happen?" 1750 U1: "Americas in 1750"</p>

Colorado Standards WHP Objectives Crosswalk

Economics

COLORADO SOCIAL STUDIES STANDARDS	WORLD HISTORY PROJECT 1200 COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT COLORADO SKILLS AND STANDARDS	RELEVANT WHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT COLORADO SKILLS AND STANDARDS
ECONOMICS		
1. Productive resources (natural, human, capital) are scarce; therefore, choices are made about how individuals, businesses, governments, and nonprofits allocate these resources.	U3-3.1: Understand the emergence of new economic systems and their impact on communities and networks. U3-3.2: Evaluate capitalism as a new economic system that fueled colonization and the slave trade.	U3: "The Transatlantic Slave Trade". U6: "Struggle and Transformation in China". U7: "World War I: A Total War?"; "Global Great Depression"; "The Global Story of the 1930s". 1750 U1: "Production and Distribution in 1750". U7: "Economics in the Second World War"
a. Explain the economic way of thinking: the condition of scarcity requires choice and choice has a cost (opportunity cost).		NOTE: A number of these standards apply to a course in economics.
b. Analyze how positive and negative incentives influence the choices made by individuals, households, businesses, government and nonprofits.	U3-1.2: Learn about the Columbian Exchange and evaluate the changes to communities, networks, and the environment that occurred because of this exchange.	U3: "Crops that Grew the World"; "The Columbian Exchange"; "The Effects of Increased Interactions"; "Overview of New Economic Systems". 1750 U1: "Production and Distribution in 1750". U6: "Unit 6 Overview: Empire and Other Consequences of Industrialization 1850 to 1950"
c. Explain how effective decision-making requires comparing the additional (marginal) costs of alternatives with the additional (marginal) benefits.		
2. Economic systems, market structures, competition, and government policies affect market outcomes.	CO4: Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution. U2-3: Assess the causes and effects of the expansion and contraction of networks during this era. U3-3.2: Evaluate capitalism as a new economic system that fueled colonization and the slave trade. U5-4: Assess the new labor and economic systems that emerged during the long nineteenth century.	U2: "Archipelago of Trade"; <i>Guilds, Wool, and Trade: Medieval England in a Global Economy</i> ; "Trans-Saharan Routes"; "New World Networks 1200-1490s"; <i>Silk and the Song Dynasty</i> ; "Indian Ocean Routes"; Making Claims - Expanding Networks. U3: "Crops that Grew the World"; "The Columbian Exchange"; "Overview of New Economic Systems". U5: "The Global Transformations of the Industrial Revolution"; "Japan's Industrial Revolution"; "Rise of the Proletariat". U8: "Devastation of Old Markets". 1750 U1: "Production and Distribution in 1750". U6: "Capitalism and World War I"
a. Compare and contrast economic systems in terms of their ability to achieve economic goals. For example: command, socialism, communism, and market capitalism.	CO4: Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. U5-4: Assess the new labor and economic systems that emerged during the long nineteenth century. U3-3.3: Use the historical reasoning practice of comparison to evaluate economic systems.	U3: Comparison - Economic Systems; "Overview of New Economic Systems"; <i>The Spanish Empire, Silver, and Runaway Inflation: CCWH</i> ; <i>Capitalism and the Dutch East India Company: CCWH</i> . U5: "The Industrial Revolution"; "The Rise of the Proletariat"; Economic Systems Simulation; <i>Capitalism and Socialism: CCWH</i> . U7: Communism, Fascism, Both, or Neither!; "Communism in the Soviet Union". U8: "The Cold War: An Overview".
b. Use supply and demand analysis to explain how competitive markets efficiently allocate scarce resources.	U3-1.1: Understand and evaluate the transfer of crops before and after the Columbian Exchange. U5-1: Understand and evaluate the economic and technological changes that led to the Industrial Revolution and analyze how the Industrial Revolution created significant changes in human communities, networks, production and distribution, as well as its impact on the environment.	U3: "Overview of New Economic Systems". U5: CCOT- Revolutions to Industrialization; Urbanization Game; "The Global Transformations of the Industrial Revolution". U6: "Struggle and Transformation in China". 1750 U1: "Production and Distribution in 1750"
c. Scrutinize what happens in markets when governments impose price controls (price ceiling and price floors).		
d. Compare and contrast the market outcomes created by various market structures that are not purely competitive: monopolistic competition, oligopoly, and monopoly.	CO4: Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution. U2-3: Assess the causes and effects of the expansion and contraction of networks during this era.	U2: "Archipelago of Trade"; <i>Guilds, Wool, and Trade: Medieval England in a Global Economy</i> ; "Trans-Saharan Routes"; "New World Networks 1200-1490s"; <i>Silk and the Song Dynasty</i> ; "Indian Ocean Routes. U3: "Crops that Grew the World"; "The Columbian Exchange"; "Overview of New Economic Systems". 1750 U1: "Production and Distribution in 1750".

e. Explore the role of government in addressing market failures. For example: monopoly power/antitrust legislation, public goods, negative/positive externalities, the environment, property rights, regulation, and income distribution.	CO4: Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution. U7-3.1: Use the historical thinking practice of contextualization to understand the economic and political circumstances that contributed to a global depression.	U7: "Global Great Depression"; "The Global Story of the 1930s"
f. Compare and contrast different types of taxing. For example: progressive, regressive, proportional, and marginal versus average tax rates.		
3. The business cycle affects the macroeconomy, and government policies can be used in an attempt to stabilize the economy.	CO4: Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution. U7-3.1: Use the historical thinking practice of contextualization to understand the economic and political circumstances that contributed to a global depression.	U7: "Global Great Depression"; "The Global Story of the 1930s"
a. Describe how Gross Domestic Product (GDP) provides a measure of the aggregate output of the economy.		
b. Explain how inflation and unemployment vary with the business cycle.		
c. Describe how fiscal policy (tax and government spending, which is controlled by Congress and the President) can be used to stabilize the economy.	CO4: Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution. U7-3.1: Use the historical thinking practice of contextualization to understand the economic and political circumstances that contributed to a global depression.	U7: "Global Great Depression"; "The Global Story of the 1930s"
d. Describe how monetary policy can be used by the Federal Reserve to stabilize the economy.		
e. Examine the sources of economic growth and the importance of improvements in productivity (output per hour of work).		
4. Globalization and international trade affect the allocation of goods, services, and resources.	U3-1.2: Learn about the Columbian Exchange and evaluate the changes to communities, networks, and the environment that occurred because of this exchange. U9-1: Assess how globalization both positively and negatively affects human communities, networks, and production and distribution.	U3: "The Columbian Exchange"; "Crops That Grew the World"; "Overview of New Economic Systems". U6: "Struggle and Transformation in China". U7: "Global Great Depression"; "The Global Story of the 1930s". U9: "Introduction to Globalization"; Dollar Street Project; "Is the World Flat or Spiky?"; <i>Globalization I - The Upside: CCWH</i> ; "The Rise of China"; "Following Goods Across the World". 1750 U1: "Production and Distribution in 1750"
a. Analyze the role of comparative advantage in international trade of goods and services.	CO4: Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution. U2-3: Assess the causes and effects of the expansion and contraction of networks during this era.	U2: "Archipelago of Trade"; "Trans-Saharan Routes"; "New World Networks 1200-1490s"; <i>Silk and the Song Dynasty</i> ; "Indian Ocean Routes. U3: "Crops that Grew the World"; "The Columbian Exchange". U9: "Goods Across the World"; Follow the Product
b. Describe worldwide import/export patterns.	CO4: Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution. U5-1: Understand and evaluate the economic and technological changes that led to the Industrial Revolution and analyze how the Industrial Revolution created significant changes in human communities, networks, production and distribution, as well as its impact on the environment. U9-3.2: Analyze globalization using the production and distribution frame.	U3: "China Under Ming and Qing Rule". U5: "Egypt's Industrial Revolution"; "Japan's Industrial Revolution"; "Meiji Restoration". U6: <i>Opium Wars</i> ; "Struggle and Transformation in China". U9: "Goods Across the World"; Follow the Product
c. Recognize how exchange rates affect economic activity.		

<p>d. Explain how trade policies affect international trade and domestic markets. For example: free trade, tariffs, quotas, and subsidies.</p>	<p>U5-1: Understand and evaluate the economic and technological changes that led to the Industrial Revolution and analyze how the Industrial Revolution created significant changes in human communities, networks, production and distribution, as well as its impact on the environment. U9-1: Assess how globalization both positively and negatively affects human communities, networks, and production and distribution.</p>	<p>U5: "Japan's Industrial Revolution; Egypt's Industrial Revolution". U7: "Global Great Depression". U9: <i>Globalization I-The Upside: CCWH</i></p>
<p>e. Explore the effects of current globalization trends and policies. For example: economic growth, labor markets, the rights of citizens, and the environment in different nations.</p>	<p>U9-1: Assess how globalization both positively and negatively affects human communities, networks, and production and distribution. U9-2: Evaluate how globalization has impacted inequality around the world. U9-3: Investigate how different groups have responded to globalization. U9-4: Analyze how human rights have been impacted in a modern world. U9-5: Analyze how globalization has impacted the environment.</p>	<p>U9: <i>Unit 9 Overview Video</i>; "Unit 9 Overview: Globalization, 1900-Present"; Unit 9 Problem Notebook; "Introduction to Globalization"; <i>Globalization I – The Upside: CCWH</i>; What's the Downside of Globalization?; "The Trouble with Globalization"; "Is the World Flat or Spiky?"; "Universal Rights"; Comparison - Rights Documents; "Why Does Genocide Still Happen?"; Dollar Street Project; "International Institutions"; "Rise of China"; <i>Global China into the 21st Century</i>; "Goods Across the World"; Follow the Product; "WTO Resistance"; Our Interconnected World - Frames; Making Claims - Globalization; Claim Testing - Globalization</p>
<p>5. Determine factors that impact an individual's earning capability (PFL).</p>		<p>NOTE: The standards in this section apply to a course in personal financial literacy.</p>
<p>a. Predict the potential impact of education and skill development choices on future earning capability and financial well-being.</p>		
<p>b. Analyze the impact of economic conditions and cost of living factors on income and purchasing power.</p>		
<p>c. Calculate a sustainable household income based on financial obligations for different lifestyle scenarios.</p>		
<p>d. Analyze the monetary and non-monetary value of employee benefits in addition to pay. For example: employer-matched retirement fund contributions, paid time off, insurance, professional development, personal sense of accomplishment, sense of community.</p>		
<p>e. Describe factors that impact take-home pay and personal income tax liability.</p>		
<p>f. Develop income earning potential with intentional choices. For example: post-secondary education and professional development.</p>		
<p>6. Establish personal investment objectives (PFL).</p>		
<p>a. Select financial investments that align with financial goals, risk tolerance, and personal values at different life stages.</p>		
<p>b. Explore long-range comprehensive financial planning strategies. For example: diversification, automation, and monitoring.</p>		
<p>c. Determine how financial investments impact income tax obligations.</p>		
<p>d. Analyze how financial markets react to changes in market conditions, monetary policy, fiscal policy, and information. For example: the business cycle.</p>		
<p>e. Explain the role of government related to investing regulation, and consumer protection.</p>		
<p>7. Apply consumer skills to spending, saving, and borrowing decisions (PFL).</p>		
<p>a. Analyze how inflation and cost of living impact consumer purchasing and saving power.</p>		
<p>b. Summarize factors to consider when selecting borrowing options, including costs, relevance, payoffs and tradeoffs. For example: comparing student loan options, auto loan options, and payday lending options.</p>		
<p>c. Analyze consumer and financial information for relevance, credibility, and accuracy.</p>		

d. Investigate consumer responsibilities, rights, and protections when entering into contracts and engaging in commerce. For example: discrimination laws, credit reporting laws, loan contracts, and online purchases.		
e. Explain how an individual's credit history can affect borrowing power.		
f. Design a spending plan/budget that covers financial obligations and integrates saving for future goals.		
8. Choose risk management strategies for protection from the financial risk of lost income, lost or damaged property, health issues, or identity fraud (PFL).		
a. Evaluate strategies for consumers to avoid financial risk, reduce risk, accept risk, or transfer risk to others through		
b. Explain the purpose of insurance and how insurance works. For example property insurance, health insurance, and disability insurance.		
c. Analyze the cost of insurance as a method to offset the financial risk of a situation.		
d. Examine types of individual and external factors that impact insurance costs for individuals. For example, insured profile, number and size of claims, frequency and costs of natural disasters.		
e. Outline steps to monitor and safeguard personal financial data and resolve identity theft or fraud issues.		
f. Explain the role of government related to insurance regulation, fraud protection, and disaster response.		

Colorado Standards WHP Objectives Crosswalk

Civics

COLORADO SOCIAL STUDIES STANDARDS	WORLD HISTORY PROJECT 1200 COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT COLORADO SKILLS AND STANDARDS	RELEVANT WHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT COLORADO SKILLS AND STANDARDS
CIVICS		
1. Research and formulate positions on local, state, and national issues or policies to participate in a civil society.	CO5: Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.	U9: UN Sustainable Development Goals. 1750 U8: Human Rights and Asylum Debate
a. Engage in civil discourse, including discussing current issues, advocating for individual or group rights, civic duty, and civic participation.	CO5: Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.	U9: UN Sustainable Development Goals. 1750 U8: Human Rights and Asylum Debate
b. Evaluate how individuals and groups can effectively use the structure and functions of various levels of government to shape policy.	U5-5: Evaluate why people’s perceptions of slavery, gender, and childhood changed during this era. U5-4.2: Use the historical thinking skill of contextualization to examine the use of child labor and why perceptions changed during this era. U5-4.3: Examine the networks of women’s rights activists and compare how their work transformed societies around the world.	U5: "A World Tour of Women's Suffrage"; Comparison-Women's Suffrage; "Responses to Industrialization"; Contextualization - "Child Labor". U9: "Environmentalism"
c. Explain the roles and influence of individuals, groups, and the press as checks on governmental practices. For example: direct contact with elected officials, participation in civic organizations, use of social media, and attendance at local governance meetings.	CO4: Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution. U5-5: Evaluate why people’s perceptions of slavery, gender, and childhood changed during this era. U5-4.3: Examine the networks of women’s rights activists and compare how their work transformed societies around the world.	U5: "Responses to Industrialization"; "A World Tour of Women's Suffrage"; "Why Was Slavery Abolished? Three Theories". U8: "Apartheid". U9: "WTO Resistance"; <i>Nonviolence and Peace Movements: CCWH</i> ; "Movements to End Racial Injustice: From Civil Rights to Black Lives Matter". 1750 U8: "And Then Gandhi Came: Nationalism, Revolution, and Sovereignty". U9: "The Zapatistas in Mexico"
d. Identify which level of government is appropriate for various policies and demonstrate an ability to appropriately engage individually and/or in groups with that level of government.	CO4: Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution. U5-5: Evaluate why people’s perceptions of slavery, gender, and childhood changed during this era. U5-4.3: Examine the networks of women’s rights activists and compare how their work transformed societies around the world.	U5: "Women's Suffrage"; Comparison-Women's Suffrage; "Child Labor". U9: "Movements to End Racial Injustice: From Civil Rights to Black Lives Matter".
2. Purposes, roles and limitations of the structures and functions of government.	U9-6: Use historical thinking skills and reasoning practices such as claim testing, historical comparison, causation, and continuity and change over time to analyze historical events and processes.	U9: Comparison - Rights Documents
a. Describe the origins, foundations, purposes, and limitations of government and include the contribution of key philosophers, American historical figures and documents.	CO5: Use historical thinking skills and reasoning practices such as scale, comparison, causation, continuity and change over time, sourcing, claim testing, and contextualization, to understand and evaluate the historical narrative. U4-1: Analyze how the roles of sovereignty, individualism, and the fight for equality influenced the political revolutions discussed in this unit. U9-6: Use historical thinking skills and reasoning practices such as claim testing, historical comparison, causation, and continuity and change over time to analyze historical events and processes.	U4: <i>Unit 4 Overview Video</i> ; "The Enlightenment"; "The Atlantic Revolutions"; Causation - Recipe for a Revolution; <i>Tea, Taxes, and the American Revolution: CCWH; The French Revolution: CCWH; Haitian Revolution; Latin American Revolutions: CCWH</i> . U9: Comparison - Rights Documents
b. Identify the structure, function, and roles of current members of American government and their relationship to democratic values.		NOTE: This standard (among others) is applicable to a course in Civics/American government.
c. Analyze and explain the importance of the principles of democracy and the inherent competition among values. For example: freedom and security, individual rights and common good, general welfare, and rights and responsibilities.	U9-6: Use historical thinking skills and reasoning practices such as claim testing, historical comparison, causation, and continuity and change over time to analyze historical events and processes.	U9: Comparison - Rights Documents

<p>d. Analyze the role of the founding documents of the United States and the evolution of their interpretation through governmental action and court cases. For example: the Declaration of Independence, the Constitution, the Federalist Papers, and the Bill of Rights.</p>	<p>U9-6: Use historical thinking skills and reasoning practices such as claim testing, historical comparison, causation, and continuity and change over time to analyze historical events and processes.</p>	<p>U9: Comparison - Rights Documents</p>
<p>e. Understand the role of the American judicial system and evaluate the effectiveness of the justice system in protecting life, liberty, and property for all persons in the United States.</p>	<p>CO2: Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives. CO3: Use primary and secondary sources from multiple perspectives of gender, race, and socioeconomic status, or hierarchies to gain a deeper understanding of human history. U5-3.3: Evaluate the impacts of the abolition of slavery on communities in the Americas. U5-5: Evaluate why people’s perceptions of slavery, gender, and childhood changed during this era.</p>	<p>U5: "Responses to Industrialization"; "A World Tour of Women’s Suffrage"; "Why Was Slavery Abolished?"; Sourcing: Why Was Slavery Abolished? U9: Comparison - Rights Documents; "Movements to End Racial Injustice: From Civil Rights to Black Lives Matter"</p>
<p>f. Analyze how current global issues impact American foreign policy. For example: the Universal Declaration of Human Rights, immigration, or foreign trade agreements.</p>	<p>CO2: Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives. CO3: Use primary and secondary sources from multiple perspectives of gender, race, and socioeconomic status, or hierarchies to gain a deeper understanding of human history. U9-1: Assess how globalization both positively and negatively affects human communities, networks, and production and distribution.</p>	<p>U9: "International Institutions"; "Universal Rights". 1750 U7: Human Rights and Asylum Debate</p>
<p>g. Compare and contrast how other systems of government function. For example: authoritarian regimes and parliamentary systems.</p>	<p>CO2: Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives. U7-4: Understand the rise of fascism in various regions of the world including its causes and consequences.</p>	<p>U4: <i>The French Revolution: CCWH</i>. U7: "Communism in the Soviet Union". 1750 U4: The Sadler Report. U7: "Authoritarianism in Japan"; "Fascism in Italy"; "Fascism in Germany"</p>
<p>3. Evaluate the impact of the political institutions that link the people to the government.</p>	<p>CO4: Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution.</p>	<p>U5: "Responses to Industrialization". U9: "Environmentalism"</p>
<p>a. Assess how members of a civil society can impact public policy on local, state, tribal, national, or international issues. For example: voting, participation in primaries and general elections, and contact with elected officials.</p>	<p>CO4: Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution. U5-5: Evaluate why people’s perceptions of labor, women’s rights, and human rights changed during this era.</p>	<p>U5: "Responses to Industrialization"; "A World Tour of Women's Suffrage". U9: <i>Nonviolence and Peace Movements: CCWH</i>; "Environmentalism"; "Movements to End Racial Injustice: From Civil Rights to Black Lives Matter"</p>
<p>b. Examine and evaluate the effectiveness of political parties, interest groups, suffrage, and social movements as a way for people to participate and influence government.</p>	<p>U5-5: Evaluate why people’s perceptions of labor, women’s rights, and human rights changed during this era. U5-4.3: Examine the networks of women’s rights activists and compare how their work transformed societies around the world.</p>	<p>U5: "Responses to Industrialization"; "A World Tour of Women's Suffrage"; "Rise of the Proletariat"; "Movements to End Racial Injustice: From Civil Rights to Black Lives Matter". U8: "Apartheid". U9: <i>Nonviolence and Peace Movements: CCWH</i>. 1750 U8: "And Then Gandhi Came: Nationalism, Revolution, and Sovereignty"</p>
<p>c. Analyze the impact of federal policies on campaigns and elections, and why these policies are debated by multiple parties on the political spectrum. For example: PACs, campaign finance, state and federal voting laws and regulations, and the Federal Election Commission.</p>		
<p>d. Analyze how court decisions, legislative debates, and various groups have helped to preserve, develop, interpret, and limit the individual rights and ideals of the American system of government.</p>	<p>U5-5: Evaluate why people’s perceptions of labor, women’s rights, and human rights changed during this era. U5-4.3: Examine the networks of women’s rights activists and compare how their work transformed societies around the world.</p>	<p>U5: "Responses to Industrialization"; "A World Tour of Women's Suffrage"; "Rise of the Proletariat"; "Child Labor"; Contextualization-Child Labor; "Why Was Slavery Abolished?"; Sourcing- Why Was Slavery Abolished? U9: "Movements to End Racial Injustice: From Civil Rights to Black Lives Matter"</p>
<p>e. Examine how people in other systems of government can participate to influence policy.</p>	<p>CO4: Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution.</p>	<p>U9: <i>Green Revolution</i> ; "Environmentalism"</p>