



WHP AND CONNECTICUT'S SOCIAL STUDIES FRAMEWORKS



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Connecticut WHP Executive Summary

The World History Project (WHP) curriculum provides an opportunity for Connecticut's Modern History students to develop a well-grounded foundation for a deep understanding of history, geography, economics, and civics through its readings, videos, and activities. One benefit of the WHP course is that its structure also supports teacher and curricular flexibility while supporting the rigor and standards of the C3 Framework. 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 regions such as the political revolution of Venezuela or the Arab-Israel Conflict. The accompanying crosswalk provides examples of the WHP materials that are aligned to Connecticut's standards. WHP includes three chronological courses: Origins to the Present, 1200 to the Present, and 1750 to the Present. Considering Connecticut's Modern World History course begins with the political revolutions of the eighteenth century, we recommend that teachers use the 1750 course. Assets from the Origins and 1750 courses may also be used to meet Connecticut state standards. The accompanying crosswalk provides examples of aligned materials from these courses.

Connecticut's Social Studies Frameworks

While completing the WHP curriculum, students will learn historical content through various frames and will develop and apply their inquiry skills.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 Connecticut's Social Studies Frameworks. 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 scales of time and develop historical knowledge. These historical events include topics such as eighteenth-century political revolutions, industrialization, imperialism, global conflict, Cold War, and globalization, which are aligned to the content expectations outlined in Connecticut's standards. Additional information on the frames and scales can be found in the WHP Course Guide. In Connecticut's Social Studies Frameworks, there is an emphasis on social studies skills, and key ideas and concepts related to world regional studies. Specifically, the Connecticut Elementary and Secondary Social Studies Framework Introduction states that "The inquiry process is absolutely critical for effective student understanding of history, geography, civics, and economics". The document further states that "Inquiry should guide the teaching of social studies at all levels." All of the expectations expressed within these statements are found throughout the WHP course. For example, students will evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions, which is aligned to CT Social Studies Standard GEO

9-12.4. Students will engage in disciplinary skills and practices as they complete inquiry-based assessments such as activities, DBQs and LEQs, and debates. These assessments require students to read and analyze primary and secondary sources in order to support their claims and arguments, aligned to CT Social Studies Standard INQ 9-12.6 – INQ 9-12.9. Students will also learn how to evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts, aligned to CT Social Studies Standard HIST 9-12.1. Additional alignment, and resources, can be found in the accompanying crosswalk.

WHP, the Common Core State Standards and the C3 Framework

The Connecticut Social Studies Frameworks were created with the C3 in mind and the C3 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 units include multiple opportunities for students to engage in inquiry-based learning as they examine primary and secondary sources, develop claims, create arguments, and deliver presentations in a variety of formats. 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 to practice, inquiry-based skills at increasing complexity. For example, the conducting historical inquiry progressions are aligned to Connecticut Social Studies Frameworks Dimension 4: Communicating Conclusions and Taking Informed Action. This includes INQ 9-12.12 in which students will “present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies. An in-depth discussion of the progressions can be found in the “WHP Practice Progressions Guide.”

Moreover, 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, investigations, debates, essays, and project-based learning assignments.

Conclusion

WHP provides an engaging and coherent curriculum that enables Connecticut’s students to meet the vast majority of Connecticut’s standards and to develop the ways of thinking, reading, and writing set forth in the CCSS and C3 Framework. WHP will reinforce the inquiry skills, and the content, and knowledge that is expected from Connecticut’s Modern History courses.

Connecticut Standards WHP Objectives Crosswalk

Dimension 1

CONNECTICUT SOCIAL STUDIES FRAMEWORKS HIGH SCHOOL - MODERN WORLD HISTORY	WORLD HISTORY PROJECT 1750 COURSE OBJECTIVES (CO) AND LEARNING OBJECTIVES (U#-# LEARNING OBJECTIVES IN SUBUNITS) THAT SUPPORT CONNECTICUT SKILLS AND STANDARDS	RELEVANT WHP 1750 LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT CONNECTICUT SKILLS AND STANDARDS
Dimension 1: Developing Questions and Planning Inquiry		
<p>INQ 9–12.1 Explain how a question reflects an enduring issue in the field.</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. U2-4: Use historical thinking practices and reasoning skills such as historical comparison and continuity and change over time to analyze historical events and processes.</p>	<p>UNIT 1-9: Unit Problem Notebook; UNIT 2: Claim Testing - Authority; UNIT 3: Claim Testing - Evidence; UNIT 4: Claim Testing - Social Class and Gender; UNIT 5: Claim Testing - Imperialism; UNIT 7: Claim Testing - Global Conflict; UNIT 9: Claim Testing - Globalization</p>
<p>INQ 9–12.2 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.</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. U5-5: Use historical thinking practices and reasoning skills such as historical comparison and continuity and change over time to analyze historical events and processes.</p>	<p>UNIT 2: Claim Testing - Authority; UNIT 3: Claim Testing - Evidence; UNIT 4: Slavery and Capitalism; Why Was Slavery Abolished? Three Theories; Sourcing - Why Was Slavery Abolished?; UNIT 5: Sourcing – Differing Perspectives on Imperialism; UNIT 9: What’s the Downside of Globalization?</p>
<p>INQ 9–12.3 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.</p>		
<p>INQ 9–12.4 Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.</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. U2-4: Use historical thinking practices and reasoning skills such as historical comparison and continuity and change over time to analyze historical events and processes.</p>	<p>UNIT 2: Claim Testing - Authority; UNIT 3: Claim Testing - Evidence; UNIT 4: Claim Testing - Social Class and Gender; UNIT 5: Claim Testing - Imperialism; UNIT 7: Claim Testing - Global Conflict; UNIT 9: Claim Testing - Globalization</p>
<p>INQ 9–12.5 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the 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. CO2: Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives. 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. U4-2: Critique a number of theories about what prompted the abolition of slavery.</p>	<p>UNIT 1: Sourcing - Introduction; Primary Sources: The World in 1750; UNIT 2: Sourcing – The Inoculation Debate; Primary Sources: Words of the Enlightenment; UNIT 4: Sourcing – Why Was Slavery Abolished?; UNIT 5: Gentleman of the Jungle; Sourcing – Differing Perspectives on Imperialism; UNIT 6: World War I Poster Analysis; World War I Letters; Sourcing – Who Started the Cold War?;</p>

Connecticut Standards WHP Objectives Crosswalk

Dimension 2 - HIST

CONNECTICUT SOCIAL STUDIES FRAMEWORKS HIGH SCHOOL - MODERN WORLD HISTORY	WORLD HISTORY PROJECT 1750 COURSE OBJECTIVES (CO) AND LEARNING OBJECTIVES (U#-# LEARNING OBJECTIVES IN SUBUNITS) THAT SUPPORT CONNECTICUT SKILLS AND STANDARDS	RELEVANT WHP 1750 LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT CONNECTICUT SKILLS AND STANDARDS
Dimension 2: Applying Disciplinary Concepts and Tools		
HISTORY		
Change, Continuity, and Context		
HIST 9–12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.	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.	UNIT 1: Contextualization - Introduction; UNIT 3: Contextualization - How Was Industrialization Possible?; UNIT 4: Contextualization - Child Labor; UNIT 5: Contextualization - Opium Wars; UNIT 7: Contextualization - The Great Depression
HIST 9–12.2 Analyze change and continuity in historical eras.	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.	UNIT 1: CCOT - Introduction; Contextualization - Introduction; UNIT 3: CCOT - Revolutions to Industrialization; Contextualization - How Was Industrialization Possible?; UNIT 5: CCOT - Transformations to Responses; Contextualization - Opium Wars; UNIT 6: CCOT - Imperialism and Colonialism to WWI; UNIT 7: Contextualization - The Great Depression; UNIT 8: CCOT - WWII to the Cold War; UNIT 9: CCOT - Unit Comparisons
HIST 9–12.3 Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.		
Perspectives		
HIST 9–12.4 Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.	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.	UNIT 1: The Danger of a Single Story; Sourcing - Introduction; UNIT 2: Sourcing - The Inoculation Debate; Primary Sources - Worlds of the Enlightenment; UNIT 4: Sourcing - Why Was Slavery Abolished?; UNIT 5: Sourcing - Differing Perspectives on Imperialism; UNIT 7: Primary Sources - Internationalism; UNIT 8: Sourcing - Who Started the Cold War?
HIST 9–12.5 Analyze how historical contexts shaped and continue to shape people’s perspectives.	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.	UNIT 1: The Danger of a Single Story; Sourcing - Introduction; UNIT 2: Sourcing - The Inoculation Debate; Primary Sources - Worlds of the Enlightenment; UNIT 4: Sourcing - Why Was Slavery Abolished?; UNIT 5: Sourcing - Differing Perspectives on Imperialism; UNIT 7: Primary Sources - Internationalism; UNIT 8: Sourcing - Who Started the Cold War?
HIST 9–12.6 Analyze the ways in which the perspectives of those writing history shaped the history that they produced.	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.	UNIT 1: The Danger of a Single Story; Sourcing - Introduction; UNIT 2: Sourcing - The Inoculation Debate; Primary Sources - Worlds of the Enlightenment; UNIT 4: Sourcing - Why Was Slavery Abolished?; UNIT 5: Sourcing - Differing Perspectives on Imperialism; UNIT 7: Primary Sources - Internationalism; UNIT 8: Sourcing - Who Started the Cold War?
HIST 9–12.7 Explain how the perspectives of people in the present shape interpretations of the past.	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.	UNIT 1: The Danger of a Single Story; Sourcing - Introduction; UNIT 2: Sourcing - The Inoculation Debate; Primary Sources - Worlds of the Enlightenment; UNIT 4: Sourcing - Why Was Slavery Abolished?; UNIT 5: Sourcing - Differing Perspectives on Imperialism; UNIT 7: Primary Sources - Internationalism; UNIT 8: Sourcing - Who Started the Cold War?

HIST 9–12.8 Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.	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.	UNIT 1: The Danger of a Single Story; Sourcing - Introduction; UNIT 2: Sourcing - The Inoculation Debate; Primary Sources - Worlds of the Enlightenment; UNIT 4: Sourcing - Why Was Slavery Abolished?; UNIT 5: Sourcing - Differing Perspectives on Imperialism; UNIT 7: Primary Sources - Internationalism; UNIT 8: Sourcing - Who Started the Cold War?
Historical Sources and Evidence		
HIST 9–12.9 Analyze the relationship between historical sources and the secondary interpretations made from them.	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.	UNIT 1-9: All DBQs and LEQs; UNIT 1: Sourcing - Introduction; UNIT 2: Sourcing - The Inoculation Debate; UNIT 4: Sourcing - Why Was Slavery Abolished?; UNIT 5: Sourcing - Differing Perspectives on Imperialism; UNIT 8: Sourcing - Who Started the Cold War?
HIST 9–12.10 Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.	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.	UNIT 1-9: All DBQs and LEQs; UNIT 1: Sourcing - Introduction; UNIT 2: Sourcing - The Inoculation Debate; UNIT 4: Sourcing - Why Was Slavery Abolished?; UNIT 5: Sourcing - Differing Perspectives on Imperialism; UNIT 8: Sourcing - Who Started the Cold War?
HIST 9–12.11 Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.	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.	UNIT 1-9: All DBQs and LEQs; UNIT 1: Sourcing - Introduction; UNIT 2: Sourcing - The Inoculation Debate; UNIT 4: Sourcing - Why Was Slavery Abolished?; UNIT 5: Sourcing - Differing Perspectives on Imperialism; UNIT 8: Sourcing - Who Started the Cold War?
HIST 9–12.12 Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.	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.	UNIT 1-9: All DBQs and LEQs; UNIT 1: Sourcing - Introduction; UNIT 2: Sourcing - The Inoculation Debate; UNIT 4: Sourcing - Why Was Slavery Abolished?; UNIT 5: Sourcing - Differing Perspectives on Imperialism; UNIT 8: Sourcing - Who Started the Cold War?
HIST 9–12.13 Critique the appropriateness of the historical sources used in a secondary interpretation.	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.	UNIT 1-9: All DBQs and LEQs; UNIT 1: Sourcing - Introduction; UNIT 2: Sourcing - The Inoculation Debate; UNIT 4: Sourcing - Why Was Slavery Abolished?; UNIT 5: Sourcing - Differing Perspectives on Imperialism; UNIT 8: Sourcing - Who Started the Cold War?
Causation and Argumentation		
HIST 9–12.14 Analyze multiple and complex causes and effects of events in the past.	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.	UNIT 1: Causation - Alphonse the Camel; UNIT 2: Causation - Revolutions; Causation - Recipe for a Revolution; UNIT 3: Causation - Industrialization to Migration; UNIT 5: Causation - Indian Uprising; UNIT 7: Causation - World War II
HIST 9–12.15 Distinguish between long-term causes and triggering events in developing a historical argument.	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.	UNIT 1: Causation - Alphonse the Camel; UNIT 2: Causation - Revolutions; Causation - Recipe for a Revolution; UNIT 3: Causation - Industrialization to Migration; UNIT 5: Causation - Indian Uprising; UNIT 7: Causation - World War II
HIST 9–12.16 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.	CO3: Engage in meaningful historical inquiry by analyzing primary and secondary sources from multiple perspectives of gender, race, and socioeconomic status, or other hierarchies to gain a deeper understanding of human history.	UNIT 1-9: All DBQs and LEQs
HIST 9–12.17 Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.	CO3: Engage in meaningful historical inquiry by analyzing primary and secondary sources from multiple perspectives of gender, race, and socioeconomic status, or other hierarchies to gain a deeper understanding of human history.	UNIT 1-9: All DBQs and LEQs

Connecticut Standards WHP Objectives Crosswalk

Dimension 2 - GEO

CONNECTICUT SOCIAL STUDIES FRAMEWORKS HIGH SCHOOL - MODERN WORLD HISTORY	WORLD HISTORY PROJECT 1750 COURSE OBJECTIVES (CO) AND LEARNING OBJECTIVES (U#-# LEARNING OBJECTIVES IN SUBUNITS) THAT SUPPORT CONNECTICUT SKILLS AND STANDARDS	RELEVANT WHP 1750 LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT CONNECTICUT SKILLS AND STANDARDS
Dimension 2: Applying Disciplinary Concepts and Tools		
GEOGRAPHY		
Geographic Representations: Spatial Views of the World		
GEO 9–12.1 Use geospatial and related technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics.	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.	UNIT 1-8: All Geography Mapping Activities
GEO 9–12.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.	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.	UNIT 1-8: All Geography Mapping Activities
GEO 9–12.3 Use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales.	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.	UNIT 1-8: All Geography Mapping Activities
Human Environment Interaction: Place, Regions, and Culture		
GEO 9–12.4 Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.	CO1: Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story.	UNIT 2: Causation - Recipe for a Revolution; UNIT 3: Urbanization Game; Imperialism and De-Industrialization in India; Industrialization and Migration; Railroads & the Industrial Revolution: Crash Course World History; UNIT 5: Responses to Industrial Imperialism; UNIT 8: Decolonization and the Cold War Through a Caribbean Lens; Decolonization and the Cold War Through an Asian Lens; Decolonization and Nationalism Triumphant; UNIT 9: Green Revolution; Drought and Famine; Conflict Over Natural Resources; Water and Classical Civilization
Human Populations: Spatial Patterns and Movement		
GEO 9–12.5 Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.	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: 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.	UNIT 3: Urbanization Game; Industrialization and Migration; Causation - Industrialization to Migration; UNIT 9: A Century of Refugees; Ugandan Migrants (Graphic Biography)
GEO 9–12.6 Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.		
Global Interconnections : Changing Spatial Patterns		
GEO 9–12.7 Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.	CO1: Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story.	UNIT 1-8: All Geography Mapping Activities; UNIT 3: Urbanization Game; Contextualization - How Was Industrialization Possible?; UNIT 9: Green Revolution; Drought and Famine; Conflict Over Natural Resources; Water and Classical Civilization
GEO 9–12.8 Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.		

Connecticut Standards WHP Objectives Crosswalk

Dimension 2 - ECO

CONNECTICUT SOCIAL STUDIES FRAMEWORKS HIGH SCHOOL - MODERN WORLD HISTORY	WORLD HISTORY PROJECT 1750 COURSE OBJECTIVES (CO) AND LEARNING OBJECTIVES (U#- # LEARNING OBJECTIVES IN SUBUNITS) THAT SUPPORT CONNECTICUT SKILLS AND STANDARDS	RELEVANT WHP 1750 LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT CONNECTICUT SKILLS AND STANDARDS
Dimension 2: Applying Disciplinary Concepts and Tools		
ECONOMICS		
Economic Decision Making		
ECO 9–12.1 Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.	CO1: Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story.	UNIT 9: Rise of China; Global China into the 21st Century; Hua Guofeng (Graphic Biography)
Exchange and Markets		
ECO 9–12.2 Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.		UNIT 3: Global Transformations of the Industrial Revolution; Imperialism and De-industrialization in India; Industrialization and Migration; UNIT 4: The Emergence of Industrial Capitalism; Class Structure; Responses to Industrialization; Child Labor; Economic Systems Simulation; Slavery and Capitalism; Changing Gender Roles; UNIT 5: Data Exploration: Global Inequality; Tools of Imperialism; UNIT 6: Capitalism and World War I; UNIT 7: Global Great Depression; Contextualization - The Great Depression; Economics in the Second World War; UNIT 8: Devastation of Old Markets; UNIT 9: Is the World Flat or Spiky?; Following Goods Across the World; Follow the Product; WTO Resistance
The National Economy		
ECO 9–12.3 Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.	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: 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.	UNIT 3: Origins of the Industrial Revolution; Scale of the Industrial Revolution; Images of the Industrial Revolution; The Industrial Revolution; Coal, Steam, and the Industrial Revolution; Contextualization – How Was Industrialization Possible?; The Global Transformations of the Industrial Revolution; UNIT 4: The Emergence of Industrial Capitalism; Class Structure; Rise of the Proletariat; Responses to Industrialization; Child Labor; Changing Gender Roles
The Global Economy		
ECO 9–12.4 Analyze the role of comparative advantage in international trade of goods and services.	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: 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.	UNIT 9: Dollar Street Project; International Institutions; Goods Across the World; Follow the Product; WTO Resistance; Indigenous Americans and Globalization; The Zapatistas in Mexico; Claim Testing - Globalization; Our Networks Today; The Anthropocene; Population and Environmental Trends: 1880 to the Present; Drought and Famine: Crash Course World History; Environmentalism; Conflicts Over Natural Resources
ECO 9–12.5 Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.		

Connecticut Standards WHP Objectives Crosswalk

Dimension 2 - CIV

CONNECTICUT SOCIAL STUDIES FRAMEWORKS HIGH SCHOOL - MODERN WORLD HISTORY	WORLD HISTORY PROJECT 1750 COURSE OBJECTIVES (CO) AND LEARNING OBJECTIVES (U#-# LEARNING OBJECTIVES IN SUBUNITS) THAT SUPPORT CONNECTICUT SKILLS AND STANDARDS	RELEVANT WHP 1750 LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT CONNECTICUT SKILLS AND STANDARDS
Dimension 2: Applying Disciplinary Concepts and Tools		
CIVICS		
Civic and Political Institutions		
<p>CIV 9–12.1 Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions to address social and political problems.</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: 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>UNIT 7: Assessing Responsibility and Conscience; Debate – Human Rights and Asylum; Nuremberg Laws, Nuremberg Trials; UNIT 9: Universal Rights; Comparison – Rights Documents; Why Does Genocide Still Happen?; Nonviolence and Peace Movements;</p>
Participation and Deliberation: Applying Civic Virtues and Democratic Principles		
<p>CIV 9–12.2 Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.</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: 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>UNIT 2: The Atlantic Revolutions; West Africa in the Age of Revolutions; The Haitian Revolution; Causation – Recipe for a Revolution; UNIT 6: The Mexican Revolution; The Power of One: The Russian Revolution; UNIT 7: Assessing Responsibility and Conscience; Debate – Human Rights and Asylum; Nuremberg Laws, Nuremberg Trials; UNIT 9: Universal Rights; Comparison – Rights Documents; Why Does Genocide Still Happen?; Nonviolence and Peace Movements; Indigenous Americans and Globalization; The Zapatistas Have Been a Revolutionary Force in Mexico for Decades; Conflict in Israel and Palestine: Crash Course World History</p>
<p>CIV 9–12.3 Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.</p>		
Processes, Rules, and Laws		
<p>CIV 9–12.4 Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.</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: 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>UNIT 4: Comparison – Women’s Suffrage; A World Tour of Women’s Suffrage; UNIT 8: Collapse of Communism; End of Old Regimes; And Then Gandhi Came: Nationalism, Revolution, and Sovereignty; Comparison – Decolonizing Women; Apartheid; UNIT 9: Movements to End Racial Injustice: From Civil Rights to Black Lives Matter</p>
<p>CIV 9–12.5 Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.</p>		
<p>CIV 9–12.6 Evaluate public policies in terms of intended and unintended outcomes, and related consequences.</p>		
<p>CIV 9–12.7 Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.</p>		

Connecticut Standards WHP Objectives Crosswalk

Dimension 3

CONNECTICUT SOCIAL STUDIES FRAMEWORKS HIGH SCHOOL - MODERN WORLD HISTORY	WORLD HISTORY PROJECT 1750 COURSE OBJECTIVES (CO) AND LEARNING OBJECTIVES (U#-# LEARNING OBJECTIVES IN SUBUNITS) THAT SUPPORT CONNECTICUT SKILLS AND STANDARDS	RELEVANT WHP 1750 LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT CONNECTICUT SKILLS AND STANDARDS
Dimension 3: Evaluating Sources and Using Evidence		
<p>INQ 9–12.6 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</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>UNIT 1-9: All DBQs and LEQs; UNIT 1: Sourcing - Introduction; UNIT 2: Sourcing - The Inoculation Debate; UNIT 4: Sourcing - Why Was Slavery Abolished?; UNIT 5: Sourcing - Differing Perspectives on Imperialism; UNIT 8: Sourcing - Who Started the Cold War?</p>
<p>INQ 9–12.7 Evaluate the credibility of a source by examining how experts value the sources.</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>UNIT 1: Claim Testing - Introduction; UNIT 2: Claim Testing - Authority; UNIT 3: Claim Testing - Evidence; UNIT 4: Claim Testing - Social Class and Gender; UNIT 5: Claim Testing - Imperialism; UNIT 7: Claim Testing - Global Conflict; UNIT 9: Claim Testing - Globalization</p>
<p>INQ 9–12.8 Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</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>UNIT 1: Claim Testing - Introduction; UNIT 2: Claim Testing - Authority; UNIT 3: Claim Testing - Evidence; UNIT 4: Claim Testing - Social Class and Gender; UNIT 5: Claim Testing - Imperialism; UNIT 7: Claim Testing - Global Conflict; UNIT 9: Claim Testing - Globalization</p>
<p>INQ 9–12.9 Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.</p>	<p>CO2: Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives. CO6: Create and support arguments using historical evidence to communicate conclusions through individual or shared writing.</p>	<p>UNITS 1-9: All DBQs and LEQs; UNIT 1: Claim Testing - Introduction; UNIT 2: Claim Testing - Authority; UNIT 3: Claim Testing - Evidence; UNIT 4: Claim Testing - Social Class and Gender; UNIT 5: Claim Testing - Imperialism; UNIT 7: Claim Testing - Global Conflict; UNIT 9: Claim Testing - Globalization</p>

Connecticut Standards WHP Objectives Crosswalk

Dimension 4

CONNECTICUT SOCIAL STUDIES FRAMEWORKS HIGH SCHOOL - MODERN WORLD HISTORY	WORLD HISTORY PROJECT 1750 COURSE OBJECTIVES (CO) AND LEARNING OBJECTIVES (U#-# LEARNING OBJECTIVES IN SUBUNITS) THAT SUPPORT CONNECTICUT SKILLS AND STANDARDS	RELEVANT WHP 1750 LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT CONNECTICUT SKILLS AND STANDARDS
Dimension 4: Communicating Conclusions and Taking Informed Action		
<p>INQ 9–12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p>	<p>CO6: Create and support arguments using historical evidence to communicate conclusions through individual or shared writing.</p>	<p>UNIT 1-9: All DBQs and LEQs; Project X UNIT 2: Writing - Claim and Focus Part 1; UNIT 3: Writing - Analysis and Evidence and WHP Concepts Part 1; Claim Testing - Evidence; UNIT 5: Writing - Claim and Focus Part 2; UNIT 6: Writing - Analysis and Evidence and WHP Concepts Part 2</p>
<p>INQ 9–12.11 Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).</p>	<p>CO3: Engage in meaningful historical inquiry by analyzing primary and secondary sources from multiple perspectives of gender, race, and socioeconomic status, or other hierarchies to gain a deeper understanding of human history. CO6: Create and support arguments using historical evidence to communicate conclusions through individual or shared writing.</p>	<p>UNIT 1-9: All DBQs and LEQs; Project X</p>
<p>INQ 9–12.12 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).</p>	<p>CO3: Engage in meaningful historical inquiry by analyzing primary and secondary sources from multiple perspectives of gender, race, and socioeconomic status, or other hierarchies to gain a deeper understanding of human history. CO6: Create and support arguments using historical evidence to communicate conclusions through individual or shared writing.</p>	<p>UNIT 1-9: Project X; UNIT 7: Debate – Human Rights and Asylum; UNIT 9: UN Sustainable Goals;</p>
<p>INQ 9–12.13 Critique the use of claims and evidence in arguments for credibility</p>	<p>CO3: Engage in meaningful historical inquiry by analyzing primary and secondary sources from multiple perspectives of gender, race, and socioeconomic status, or other hierarchies to gain a deeper understanding of human history. CO6: Create and support arguments using historical evidence to communicate conclusions through individual or shared writing.</p>	<p>UNIT 1-9: All DBQs and LEQs; Project X; UNIT 1: Claim Testing - Introduction; UNIT 2: Claim Testing - Authority; UNIT 3: Claim Testing - Evidence; UNIT 4: Claim Testing - Social Class and Gender; UNIT 5: Claim Testing - Imperialism; UNIT 7: Claim Testing - Global Conflict; UNIT 9: Claim Testing - Globalization</p>
<p>INQ 9–12.14 Critique the use of the reasoning, sequencing, and supporting details of explanations.</p>	<p>CO3: Engage in meaningful historical inquiry by analyzing primary and secondary sources from multiple perspectives of gender, race, and socioeconomic status, or other hierarchies to gain a deeper understanding of human history. CO6: Create and support arguments using historical evidence to communicate conclusions through individual or shared writing.</p>	<p>UNIT 1-9: All DBQs and LEQs; Project X; UNIT 3: Writing - Analysis and Evidence Part 1; UNIT 4: Writing - Organization and Language and Style Part 1; UNIT 6: Writing - Organization and Language and Style Part 2; UNIT 7: Writing - Organization and Language Part 2</p>
<p>INQ 9–12.15 Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place</p>	<p>CO3: Engage in meaningful historical inquiry by analyzing primary and secondary sources from multiple perspectives of gender, race, and socioeconomic status, or other hierarchies to gain a deeper understanding of human history.</p>	<p>UNIT 1-9: Project X</p>
<p>INQ 9–12.16 Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.</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>UNIT 1-9: Project X; UNIT 4: The Sadler Report; UNIT 2: Who Am I?; Responsibility and Compassion; UNIT 6: World War I Peace Talks; UNIT 7: Debate - Human Rights and Asylum UNIT 9: UN Sustainable Development Goals</p>
<p>INQ 9–12.17 Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.</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>UNIT 1-9: Project X; UNIT 4: The Sadler Report; UNIT 2: Who Am I?; Responsibility and Compassion; UNIT 6: World War I Peace Talks; UNIT 7: Debate - Human Rights and Asylum UNIT 9: UN Sustainable Development Goals</p>

Connecticut Standards WHP Objectives Crosswalk

Themes

CONNECTICUT SOCIAL STUDIES FRAMEWORKS HIGH SCHOOL - MODERN WORLD HISTORY	WORLD HISTORY PROJECT 1750 COURSE OBJECTIVES (CO) AND LEARNING OBJECTIVES (U#-# LEARNING OBJECTIVES IN SUBUNITS) THAT SUPPORT CONNECTICUT SKILLS AND STANDARDS	RELEVANT WHP 1750 LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT CONNECTICUT SKILLS AND STANDARDS
THEMES		
Culture, Conflict, and Change		
Examine the impact of various aspects of culture that have diffused globally such as religion or language.	CO1: Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story.	UNIT 3: The Global Transformations of the Industrial Revolution; Industrialization and Migration; UNIT 9: Introduction to Globalization; Globalization I – The Upside
Analyze the factors that have contributed to global conflict and change in the modern world.	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: 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.	UNIT 6: Unit 6 Overview Video; Unit 6 Overview: World War I; Britain and World War I; What Caused the First World War?; How World War I Started; Southeast Asia and World War I; The Middle East and World War I; Our Interconnected World - WWI; The First World War as a Global War; Capitalism and World War I; World War I Poster Analysis; World War I: A Total War? UNIT 7: Unit 7 Overview; Unit 7 Overview: Interwar and World War II; What is Fascism?; Fascist Histories, Part I; Political Party Platform; Fascism in Germany; Fascism in Italy; Communism in the Soviet Union; Communism vs. Fascism; Authoritarianism in Japan; Fascist Histories Part II: Exercising Authoritarianism; The Second World War; World War II; Economics in the Second World War; Causation - WWII; The Fallen of World War II
Examine how national and global changes have both caused, and resulted from, conflict.		
Political and Economic Systems		
Evaluate the pros and cons of various political and economic systems	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: 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.	UNIT 4: The Emergence of Industrial Capitalism; Economic Systems Simulation; Capitalism and Socialism; UNIT 6: Capitalism and World War I; UNIT 7: What is Fascism?; Fascist Histories, Part I; Political Party Platform; The Global Story of the 1930s; Fascism in Germany; Fascism in Italy; Communism in the Soviet Union; Communism vs. Fascism; Communism, Fascism, Both, or Neither!; Fascist Histories, Part II: Exercising Authoritarianism; Economics in the Second World War; UNIT 8: Collapse of Communism
Analyze the impact that political and economic systems have on each other as well as on foreign policy		
Examine issues related to international cooperation and globalization		
Diversity, Human Rights, and Social Justice		
Evaluate how nations and international organizations respond to diversity and value and protect human rights.	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: 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.	UNIT 2: The Atlantic Revolutions; West Africa in the Age of Revolutions; The Haitian Revolution; Causation – Recipe for a Revolution; UNIT 6: The Mexican Revolution; The Power of One: The Russian Revolution; UNIT 7: Assessing Responsibility and Conscience; Debate – Human Rights and Asylum; Nuremberg Laws, Nuremberg Trials; UNIT 9: Universal Rights; Comparison – Rights Documents; Why Does Genocide Still Happen?; Nonviolence and Peace Movements; Indigenous Americans and Globalization; The Zapatistas Have Been a Revolutionary Force in Mexico for Decades; Conflict in Israel and Palestine: Crash Course World History
Analyze how different groups have struggled to gain freedom, equality, and social justice at the national and international levels.		
Geographic Interconnections		
Evaluate the extent to which human actions, behaviors, culture, and decisions are shaped by interconnections with other people.	CO1: Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story.	UNIT 2: Causation - Recipe for a Revolution; UNIT 3: Urbanization Game; Imperialism and De-Industrialization in India; Industrialization and Migration; Railroads & the Industrial Revolution: Crash Course World History; UNIT 5: Responses to Industrial Imperialism; UNIT 8: Decolonization and the Cold War Through a Caribbean Lens; Decolonization and the Cold War Through an Asian Lens; Decolonization and Nationalism Triumphant; UNIT 9: Green Revolution; Drought and Famine; Conflict Over Natural Resources; Water and Classical Civilization
Evaluate the extent to which human actions, behaviors, culture, and decisions are shaped by interconnections with the physical environment.		

Science, Technology, and Society		
Analyze the ways that advances in science and technology have influenced society and geopolitical events in the modern world.	CO1: Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story.	UNIT 2: The Scientific Revolution and the Enlightenment; UNIT 3: Origins of the Industrial Revolution; The Scientific Revolution; The Industrial Revolution; Coal, Steam, and the Industrial Revolution; Innovations and Innovators of the Industrial Revolution; UNIT 8: Arms Race, Space Race
Examine the impact of global competition on the advancement of science and technology.		
Power, Authority, and Governance		
Examine the relationship between people and their governments.	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: 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.	UNIT 2: The Atlantic Revolutions; West Africa in the Age of Revolutions; The Haitian Revolution; Causation – Recipe for a Revolution; UNIT 6: The Mexican Revolution; The Power of One: The Russian Revolution; UNIT 9: Universal Rights; Comparison – Rights Documents; Why Does Genocide Still Happen?; Nonviolence and Peace Movements; Indigenous Americans and Globalization; The Zapatistas Have Been a Revolutionary Force in Mexico for Decades; Conflict in Israel and Palestine: Crash Course World History
Examine the relationships between nations, and between national and international organizations.		
Nationalism and Sovereignty		
Analyze the reasons for the growth of nationalism in the modern world as well as its impact domestically and internationally.	CO1: Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story.	UNIT 2: Origins and Impacts of Nationalism; Nationalism; The World Revolution of 1848; Italian Nationalism: A Point of View; Bismarck and German Nationalism; Ethnic Nationalism; Samurai, Daimyo, Matthew Perry, and Nationalism; UNIT 8: Decolonization and Nationalism Triumphant UNIT 9: Unit 9 Overview: Globalization, Internationalism, and Nationalism; Transnationalism and the Revival of Nationalism
Analyze the struggle between sovereignty and hegemony among peoples and nations.		
Civic Ideals and Practices		
Evaluate the political beliefs, values, and actions of various peoples and nations	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: 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.	UNIT 2: The Atlantic Revolutions; West Africa in the Age of Revolutions; The Haitian Revolution; Causation – Recipe for a Revolution; UNIT 6: The Mexican Revolution; The Power of One: The Russian Revolution; UNIT 7: What is Fascism?; Fascist Histories, Part I; Political Party Platform; The Global Story of the 1930s; Fascism in Germany; Fascism in Italy; Communism in the Soviet Union; Communism vs. Fascism; Communism, Fascism, Both, or Neither!; Fascist Histories, Part II: Exercising Authoritarianism; Assessing Responsibility and Conscience; Debate – Human Rights and Asylum; Nuremberg Laws, Nuremberg Trials; UNIT 9: Universal Rights; Comparison – Rights Documents; Why Does Genocide Still Happen?; Nonviolence and Peace Movements; WTO Resistance; Indigenous Americans and Globalization; The Zapatistas Have Been a Revolutionary Force in Mexico for Decades; Conflict in Israel and Palestine: Crash Course World History; Movements to End Racial Injustice: From Civil Rights to Black Lives Matter
Examine the relationship between diverse groups of people and institutions such as national and international organizations.		

Connecticut Standards WHP Objectives Crosswalk

Content I

CONNECTICUT SOCIAL STUDIES FRAMEWORKS GRADES 6 AND 7 - WORLD REGIONAL STUDIES	BIG HISTORY PROJECT COURSE OBJECTIVES (CO) AND LEARNING OBJECTIVES (U#-# LEARNING OBJECTIVES IN SUBUNITS) THAT SUPPORT CONNECTICUT SKILLS AND STANDARDS	RELEVANT BHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT CONNECTICUT SKILLS AND STANDARDS
CONTENT - Revolutions		
Revolutions in Thought		
Evaluate how the Scientific Revolution affected religious, political, and cultural establishments in society.	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: 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.	UNIT 2: Unit 2 Overview Video; Unit 2 Overview: Liberal and National Revolutions; The Scientific Revolution and the Enlightenment; The Enlightenment; Enlightenment Quotes; Diderot's 1750 Encyclopedia; Primary Sources: Words of the Enlightenment; Economic and Material Causes of Revolt; Causation - Revolutions; UNIT 3: The Scientific Revolution; The Global Transformations of the Industrial Revolution; UNIT 4: The Emergence of Industrial Capitalism; Class Structure; Economic Systems Simulation; Capitalism and Socialism; Smith, Marx, and Keynes;
Examine the origins of capitalism and analyze its impact on political and economic institutions.		
Evaluate the extent to which Marxism addresses the economic, social, and political needs of people		
Industrial Revolution		
Analyze the causes and effects of industrialization.	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: 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.	UNIT 3: Unit 3 Overview Video; Unit 3 Overview: Industrialization; Urbanization Game; Origins of the Industrial Revolution; Scale of the Industrial Revolution; Images of the Industrial Revolution; The Industrial Revolution; Coal, Steam, and the Industrial Revolution; When Countries Industrialized; Industrialization and Migration; Railroads & the Industrial Revolution: Crash Course World History; UNIT 4: Responses to Industrialization;
Evaluate the impact on both industrialized and nonindustrialized people and nations.		
Revolutions in Americas		
Analyze the effect Enlightenment ideas had on the diffusion of revolutions throughout Latin America (e.g., Haiti, Venezuela, and Mexico).	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: 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.	UNIT 2: Unit 2 Overview Video; Unit 2 Overview: Liberal and National Revolutions; The Scientific Revolution and the Enlightenment; The Enlightenment; Enlightenment Quotes; Diderot's 1750 Encyclopedia; Primary Sources: Words of the Enlightenment; Economic and Material Causes of Revolt; Causation - Revolutions; The Atlantic Revolutions; The Haitian Revolution; Revolutionary Women; Manuela Sáenz, Jonotas, and Natan (Graphic Biography); Causation – Recipe for a Revolution; Tea, Taxes, and the American Revolution Crash Course World History; Latin American Revolutions: Crash Course World History; Ingredients for Revolution; You Say You Want a Revolution? UNIT 6: The Mexican Revolution
Russian Revolution		
Examine the role that political, social, and economic instability played in leading Russia into revolution.	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: 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.	UNIT 6: The Power of One: The Russian Revolution; Comparison - Russian Revolution and __ Revolution
Analyze the effects of the Russian Revolution both domestically and internationally.		
Global Imperialism		
Analyze the causes and justification of imperialism.	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: 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.	UNIT 5: Unit 5 Overview Video; Unit 5 Overview: Imperialism, Colonialism, and Response?; Imperialism: Crash Course World History; Industrial Imperialism, the 'New' Imperialism; Gentleman of the Jungle; Tools of Imperialism; Imperialism Cartoons; The Berlin Conference
Evaluate the impact on both imperialist and colonized people and nations, including connections to industrialism.	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: 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.	UNIT 3: Imperialism and De-Industrialization in India; UNIT 5: Colonial Violence; Experiencing Colonialism: Through a Ghanaian Lens; Struggle and Transformation in China; Opium Wars; 1857 Indian Uprising; Azizun of Lucknow (Graphic Biography); Responses to Industrial Imperialism; Asian Responses to Imperialism; Dadabhai Naoroji (Graphic Biography); African Resistance to Colonialism

National Modernism (e.g., Japan, Ottoman Empire, Egypt)

Analyze the development of nations as a response to global economic and political changes (e.g., Industrial Revolution and imperialism).	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: 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.	UNIT 3: The Global Transformations of the Industrial Revolution; Japan's Industrial Revolution; Meiji Restoration; Iwasaki Yatarō (Graphic Biography); Egypt's Industrial Revolution; Comparison – Egypt and Japan;
Evaluate the effectiveness of nation's modernization (e.g., social, political, economic, military).		

Connecticut Standards WHP Objectives Crosswalk

Content II

CONNECTICUT SOCIAL STUDIES FRAMEWORKS HIGH SCHOOL - MODERN WORLD HISTORY	WORLD HISTORY PROJECT 1750 COURSE OBJECTIVES (CO) AND LEARNING OBJECTIVES (U#-# LEARNING OBJECTIVES IN SUBUNITS) THAT SUPPORT CONNECTICUT SKILLS AND STANDARDS	RELEVANT WHP 1750 LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT CONNECTICUT SKILLS AND STANDARDS
CONTENT - Global Conflict		
Civil bystanders, as well as those who committed atrocities in China		
Analyze the political, economic, and social causes and consequences.	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: 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.	UNIT 5: Contextualization - Opium Wars; Struggle and Transformation in China; Opium Wars; Asian Responses to Imperialism: Crash Course World History; UNIT 6: The First World War as a Global War; UNIT 8: Decolonization and the Cold War: Through an Asian Lens; Chinese Communist Revolution; The Chinese Communist Revolution in a Global Perspective
Analyze the roots of the conflict between nationalists and Manchu government as well as the impact of political instability in China.		
World War I		
Causes of World War I.	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: 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.	UNIT 6: Unit 6 Overview Video; Unit 6 Overview: World War I; Britain and World War I; What Caused the First World War?; How World War I Started; Southeast Asia and World War I; The Middle East and World War I; Our Interconnected World - WWI; The First World War as a Global War; Capitalism and World War I; World War I Poster Analysis; World War I: A Total War?; British Gas Hood; Trench Fighting Tools
Analyze the role of colonies and their resources in the global conflict		
Evaluate the role of technology in World War I.		
Totalitarianism		
Analyze the factors that led to the creation and acceptance of totalitarian governments in the interwar period.	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: 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.	UNIT 7: Unit 7 Overview; Unit 7 Overview: Interwar and World War II; What is Fascism?; Fascist Histories, Part I; Political Part Platform; Fascism in Germany; Fascism in Italy; Communism in the Soviet Union; Communism vs. Fascism; Authoritarianism in Japan; Fascist Histories Part II: Exercising Authoritarianism;
Evaluate the global response to the rise of totalitarian governments.		
World War II		
Evaluate the extent to which World War II was the result of failed attempts to resolve earlier conflicts.	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: 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.	UNIT 7: The Second World War; World War II; Economics in the Second World War; Causation - WWII; The Fallen of World War II
Analyze how World War II was both a product of, and a cause of, instability		
Evaluate the extent to which World War II represented "total war."		
The Holocaust		
Analyze the social and political factors that led to genocide.	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: 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.	UNIT 6: Armenian Genocide; UNIT 7: The Holocaust; Primary Sources: The Holocaust; Assessing Responsibility and Conscience; Nuremberg Laws, Nuremberg Trials; UNIT 9: Why Does Genocide Still Happen?
Analyze how the Holocaust represented man's inhumanity to man.		
Evaluate the roles played by upstanders, bystanders, as well as those who committed atrocities.		

Connecticut Standards WHP Objectives Crosswalk

Content III

CONNECTICUT SOCIAL STUDIES FRAMEWORKS HIGH SCHOOL - MODERN WORLD HISTORY	WORLD HISTORY PROJECT 1750 COURSE OBJECTIVES (CO) AND LEARNING OBJECTIVES (U#-# LEARNING OBJECTIVES IN SUBUNITS) THAT SUPPORT CONNECTICUT SKILLS AND STANDARDS	RELEVANT WHP 1750 LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT CONNECTICUT SKILLS AND STANDARDS
CONTENT - The Cold War and Its Global Impact		
The Cold War		
Examine the ways that the Cold War led to both global cooperation and conflict	<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: 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>UNIT 8: Unit 8 Overview; Unit 8 Overview: End of Empire and Cold War; Simulation - Cold War Crisis; Devastation of Old Markets; The Cold War: An Overview; Sourcing - Who Started the Cold War?; USA vs USSR Fight! The Cold War; The Cold War Around the World</p>
Evaluate the role and growth of technology in the Cold War.		
Analyze the impact of the Cold War on Third World countries (e.g., the Non-Aligned Movement).		
Communist China		
Analyze the factors that gave rise to Mao Zedong and the Communist Party in China.	<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.</p>	<p>UNIT 8: Chinese Communist Revolution; Chinese Communist Revolution in a Global Perspective; UNIT 9: Rise of China; Global China into the 21st Century</p>
Evaluate the political, social, and economic impact of the Communist Party and its leadership on the people of China.		
Decolonization, Democratization, and the Legacy of Imperialism		
Analyze the causes of global decolonization in Asia, Africa, and Latin America.	<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: 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>UNIT 8: Decolonization and Cold War Through a Caribbean Lens; Decolonization and the Cold War Through an Asian Lens; Connecting Decolonization and the Cold War; Who Is “Winning” the Cold War?; Decolonization and Nationalism Triumphant; And Then Gandhi Came: Nationalism, Revolution, and Sovereignty; Comparison – Decolonizing Women; Resisting Colonialism: Through a Ghanaian Lens; Apartheid; Political Decolonization, c. 1947-1997</p>
Analyze the necessary factors for successful implementation of stable governments following decolonization.		
Analyze both the short-term and long-term impact of imperialism on decolonized nations.		

Connecticut Standards WHP Objectives Crosswalk

Content IV

CONNECTICUT SOCIAL STUDIES FRAMEWORKS HIGH SCHOOL - MODERN WORLD HISTORY	WORLD HISTORY PROJECT 1750 COURSE OBJECTIVES (CO) AND LEARNING OBJECTIVES (U#-# LEARNING OBJECTIVES IN SUBUNITS) THAT SUPPORT CONNECTICUT SKILLS AND STANDARDS	RELEVANT WHP 1750 LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT CONNECTICUT SKILLS AND STANDARDS
CONTENT - Contemporary World		
End of the Cold War		
Identify the international causes and effects of the collapse of the Soviet Union.	CO1: Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story.	UNIT 8: End of Old Regimes; Collapse of Communism
Evaluate the positive and negative outcomes resulting from collapse of the Soviet Union for both its people as well as the international community.		
Conflicts in the Middle East		
Analyze the short-term and long-term causes and effects of the creation of Israel.	CO1: Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story.	UNIT 8: The Middle East and the End of Empire; UNIT 9: Conflict in Israel and Palestine: Crash Course World History
Identify the factors most responsible for progress and regression in achieving a peaceful resolution to the Arab-Israeli Conflict.		
Evaluate the role nationalism has played in Middle Eastern conflicts.		
Analyze how conflicts in the Middle East have been brought on by competition over resources, religious, and ethnic differences.		
Struggle for Human Rights, Equality, and Social Justice		
Analyze the similarities and differences within the international community in their definition of, and willingness to defend, human rights.	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: 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.	UNIT 8: Connecting Decolonization in Africa and the US Civil Rights Movement; Civil Rights and Global Liberation; UNIT 9: Universal Rights; Comparison - Rights Documents; Nonviolence and Peace Movements; Movements to End Racial Injustice: From Civil Rights to Black Lives Matter
Evaluate the role of, and success of, international organizations in defending human rights.		
Global Terrorism		
Analyze the causes and effects of global terrorism.	CO1: Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story.	UNIT 9: September 11, 2001; Non-State Terrorism
Evaluate the international response to terrorism.		
Globalization		
Analyze the causes and effects of globalization in both developed and developing nations.	CO1: Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story.	UNIT 9: Introduction to Globalization; Globalization I – The Upside; What’s the Downside of Globalization?; The Trouble with Globalization; Is the World Flat or Spiky?; Global China into the 21st Century; Goods Across the World; WTO Resistance; Indigenous Americans and Globalization; The Zapatistas Have Been a Revolutionary Force in Mexico for Decades; The Flower Industry in Colombia: The Good, the Bad and the Ugly of Globalization;
Evaluate the positive and negative impact of globalization.		
Analyze the impact of the diffusion on popular culture on traditional cultures.		
The Information Age		
Analyze the role of science and technology in distributing information around the world.	CO1: Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story.	UNIT 9: Globalization I - The Upside: Crash Course World History; The Trouble with Globalization; Is the World Flat or Spiky?; Following Goods Across the World; Follow the Product; Our Networks Today
Evaluate the political, economic, and social impact of the internet and social media on people, nations, and movements.		