



WHP AND NEW JERSEY'S  
STUDENT LEARNING STANDARDS  
FOR SOCIAL STUDIES



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## New Jersey WHP Executive Summary

The World History Project (WHP) curriculum provides an opportunity for New Jersey's high school students to develop a well-grounded foundation for deep understanding of world history through WHP's readings, videos, and activities. WHP aligns with the vast majority of New Jersey's Student Learning Standards for Social Studies. Accordingly, teachers are encouraged to revise or include additional materials at any point in the WHP course in order to focus on, or dig more deeply into, specific topics or periods such as contemporary human rights issues and conflicts. WHP includes three chronological courses: Origins to the Present, 1200 to the Present, and 1750 to Present. New Jersey's world history course starts in 1350; therefore, the 1200 course is recommended. The accompanying crosswalk provides examples of aligned materials the course.

## WHP and New Jersey's Student Learning Standards for 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While completing the WHP curriculum, students will learn historical content through various frames and will develop and apply their inquiry skills.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 New Jersey's Student Learning Standards for Social Studies and indicators such as "Relate current events to the physical and human characteristics of places and regions" and "**6.2.12.CivicsPI.3.a** Analyze the relationship between industrialization and the rise of democratic and social reforms including the expansion of parliamentary government." WHP 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. As mentioned above, 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 Imperialism, global conflict, the Cold War, and globalization, which are all aligned to New Jersey's content expectations for world history. Additional information on the frames and scales can be found in the WHP Course Guide.

In New Jersey's world history course, there is an emphasis on 1350 to the present day. Specifically, New Jersey's standards document states that their high school students should "... consider historical viewpoints in order to analyze the role of the individual in society and the significance of fundamental documents to basic human rights." These course expectations are found throughout the WHP Course. For example, in the 1200 course, students compare universal rights documents from around the world. The content in this unit aligns to several of New Jersey's indicators, including "**6.2.12.CivicsHR.5.a** Assess the progress of human and civil rights around the world since the adoption of the Universal Declaration of Human Rights." WHP contains multiple instances of this kind of alignment and is thus an excellent fit for meeting New Jersey's high school world history course expectations.

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

New Jersey's Student Learning Standards for Social Studies were 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 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. An in-depth discussion of the progressions can be found in the "WHP Practice Progressions Guide."

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 New Jersey's students to meet a majority of its state standards and 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 New Jersey's high school world history course.

# New Jersey Standards WHP Objectives Crosswalk

## Social Studies Skills

NEW JERSEY HIGH SCHOOL STUDENT LEARNING STANDARDS FOR SOCIAL STUDIES	WORLD HISTORY PROJECT COURSE OBJECTIVES (CO) AND LEARNING OBJECTIVES (U#-# =LEARNING OBJECTIVES IN SUBUNITS) THAT SUPPORT NEW JERSEY SKILLS AND STANDARDS	RELEVANT WHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT NEW JERSEY SKILLS AND STANDARDS
<b>SOCIAL STUDIES SKILLS</b>		
<b>Chronological Thinking</b>		
Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.	<b>CO1:</b> Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story.	<b>UNIT 1:</b> What Makes History Usable; The Danger of a Single Story; Unit 1 Overview Video; Unit Overview - History Stories
Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.	<b>CO4:</b> Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution. <b>U5-1:</b> 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. <b>U5-5:</b> Evaluate why people's perceptions of slavery, gender, and childhood changed during this unit.	<b>UNIT 1:</b> Transatlantic Migration Patterns <b>UNIT 3:</b> Overview of New Economic Systems <b>UNIT 5:</b> Urbanization Game; The Industrial Revolution; The Scientific Revolution; Japan's Industrial Revolution; Egypt's Industrial Revolution; Rise of the Proletariat; Why Was Slavery Abolished? Three Theories; A World Tour of Women's Suffrage <b>UNIT 6:</b> Industrial Imperialism, the "New" Imperialism <b>UNIT 9:</b> Introduction to Globalization
<b>Spatial Thinking</b>		
Construct various forms of geographic representations to show the spatial patterns of physical and human phenomena.	<b>CO5:</b> 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.	<b>NOTE:</b> There are two geography activities in each unit of the course. <b>UNIT 3:</b> Our Interconnected World <b>UNIT 5:</b> Urbanization Game <b>UNIT 7:</b> Our Interconnected World - World War I <b>UNIT 7:</b> Contextualization – The Great Depression <b>UNIT 9:</b> Our Interconnected World - Frames
Relate current events to the physical and human characteristics of places and regions.	<b>CO4:</b> Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution. <b>U9-1:</b> Assess how globalization both positively and negatively affects human communities, networks, and production and distribution.	<b>UNIT 9:</b> Goods Across the World; Follow the Product; Indigenous Americans and Globalization; Population and Environmental Trends, 1880 to the Present; Environmentalism; The World in 2050; Conflict Over Natural Resources; The Zapatistas in Mexico
<b>Critical Thinking</b>		
Distinguish valid arguments from false arguments when interpreting current and historical events.	<b>CO5:</b> 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.	<b>UNIT 2:</b> Claim Testing - Authority <b>UNIT 3:</b> Claim Testing - Evidence <b>UNIT 5:</b> Claim Testing - Social Class and Gender <b>Origins</b> <b>UNIT 6:</b> Claim Testing - Imperialism <b>UNIT 7:</b> Claim Testing - Global Conflict <b>UNIT 8:</b> Cold War Crisis <b>UNIT 9:</b> Claim Testing - Globalization <b>UNIT 1-9:</b> DBQs and LEQs
Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.	<b>CO5:</b> 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.	<b>UNIT 2 :</b> Primary Sources: Mongol Collection; Reactions to the Black Death <b>UNIT 3:</b> Sourcing - Spanish Conquest of the Aztec Empire; Primary Sources: First Person Accounts of the Transatlantic Slave Trade <b>UNIT 4:</b> Primary Sources: The World in 1750 <b>UNIT 5:</b> Sourcing - Why Was Slavery Abolished <b>UNIT 6</b> Gentlemen of the Jungle; Sourcing - Differing Perspectives on Imperialism <b>UNIT 7:</b> Primary Sources: The Holocaust <b>UNIT 8:</b> Sourcing - Who Started the Cold War?
Gather relevant information from multiple sources representing a wide range of views (including historians and experts) while using the date, context, and corroborative value of the sources to guide the selection.	<b>CO1:</b> Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story. <b>CO5:</b> 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.	<b>UNIT 1-9:</b> DBQs and LEQs <b>UNIT 4:</b> Revolutionary Women <b>UNIT 8:</b> Comparison - Decolonizing Women; <b>UNIT 9:</b> Comparison - Rights Documents; CCOT – Unit Comparisons
<b>Presentation Skills</b>		
Take a position on a current public policy issue and support it with historical evidence, reasoning, and constitutional analysis in a written and/or oral format.	<b>CO6:</b> Create and support arguments using historical evidence to communicate conclusions through individual or shared writing.	<b>UNIT 9:</b> UN Sustainable Development Goals; The World in 2050
Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consider appropriate use of language for task and audience.	<b>CO1:</b> Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story.	<b>UNIT 1-9:</b> DBQs and LEQs; Project X Activities <b>UNIT 4:</b> Revolutionary Women <b>UNIT 7:</b> World War I Peace Talks

# New Jersey Standards WHP Objectives Crosswalk

## Global Age

NEW JERSEY HIGH SCHOOL STUDENT LEARNING STANDARDS FOR SOCIAL STUDIES	WORLD HISTORY PROJECT COURSE OBJECTIVES (CO) AND LEARNING OBJECTIVES (U#-# =LEARNING OBJECTIVES IN SUBUNITS) THAT SUPPORT NEW JERSEY SKILLS AND STANDARDS	RELEVANT WHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT NEW JERSEY SKILLS AND STANDARDS
<b>ERA 1: THE EMERGENCE OF THE FIRST GLOBAL AGE (1350-1770)</b>		
<b>Geographic data can be used to analyze variations in the spatial patterns.</b>		
<p><b>6.2.12.GeoSV.1.a</b> Use geographic representations to assess changes in political boundaries and the impact of European political and military control in Africa, Asia, and the Americas by the mid-18th century.</p>	<p><b>U4-1:</b> Analyze how the roles of sovereignty, individualism, and the fight for equality influenced the political revolutions discussed in this unit.</p>	<p><b>NOTE:</b> There are two geography - mapping activities in each unit of the course. <b>UNIT 3:</b> A Sublime Empire: Ottoman Rule on Land and Sea; Mughal Empire; European Colonies in the Americas <b>UNIT 4:</b> Unit 4 Overview: Revolutions 1750-1914; Ingredients for Revolution; The Atlantic Revolutions; Haitian Revolution; West Africa in an Age of Revolution</p>
<b>Human settlement activities impact the environmental and cultural characteristics of specific places and regions.</b>		
<p><b>6.2.12.GeoPP.1.b</b> Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.</p>	<p><b>U2-2:</b> Evaluate and analyze the historical narrative of the formation of a new global age.</p>	<p><b>UNIT 3:</b> The Columbian Exchange; Crops that Grew the World; The Transatlantic Slave Trade</p>
<b>Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely.</b>		
<p><b>6.2.12.GeoGE.1.a</b> Compare and contrast the economic policies of China and Japan, and determine the impact these policies had on growth, the desire for colonies, and the relative positions of China and Japan within the emerging global economy.</p>	<p><b>CO4:</b> Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution.</p>	<p><b>UNIT 2:</b> Archipelago of Trade; Silk and the Song Dynasty; Trade Networks and the Black Death <b>UNIT 3:</b> Crops That Grew the World; China under Ming and Qing Rule; Overview of New Economic Systems</p>
<b>Economic globalization affects economic growth, labor markets, rights of citizens, the environment, resource allocation, income distribution, and culture.</b>		
<p><b>6.2.12.GeoGE.1.b</b> Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact trade on the New World's economy and society.</p>	<p><b>CO4:</b> Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution. <b>U3-2:</b> Evaluate and analyze the historical narrative of the formation of a new global age.</p>	<p><b>UNIT 3:</b> Crops That Grew the World; The Columbian Exchange; World Zone Café; The Columbian Exchange: CCWH; The Disastrous Effects of Increased Global Interactions c. 1500 to c. 1600</p>
<p><b>6.2.12.GeoGE.1.c</b> Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.</p>	<p><b>U3-2:</b> Evaluate and analyze the historical narrative of the formation of a new global age.</p>	<p><b>UNIT 3:</b> Overview of New Economic Systems <b>UNIT 4:</b> The Atlantic Revolutions</p>
<p><b>6.2.12.GeoGE.1.d</b> Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa.</p>	<p><b>U3-1:</b> Understand how historians create narratives to explain how human communities entered a global age during this unit.</p>	<p><b>UNIT 3:</b> The Spanish Empire, Silver, &amp; Runaway Inflation: CCWH; Overview of New Economic Systems</p>
<b>Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.</b>		
<p><b>6.2.12.History CC.1.a</b> Determine the extent to which various technologies, (e.g., printing, the marine compass, cannonry, Arabic numerals) derived from Europe's interactions with Islam and Asia provided the necessary tools for European exploration and conquest.</p>	<p><b>CO4:</b> Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution.</p>	<p><b>UNIT 2:</b> Archipelago of Trade; Lion of the Sea: Ahmad Ibn Mājid; Technology in the Age of Exploration <b>UNIT 3:</b> The Columbian Exchange; Overview of New Economic Systems; A History of the Magnetic Compass</p>
<p><b>6.2.12.History CC.1.b</b> Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.</p>	<p><b>CO4:</b> Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution.</p>	<p><b>UNIT 3:</b> The Columbian Exchange; The Disastrous Effects of Increased Global Interactions c. 1500 to c. 1600; Transatlantic Migration Patterns; Our Interconnected World; The Transatlantic Slave Trade; Race and Coerced Labor Part II; When Humans Became Inhumane</p>

<p><b>6.2.12.HistoryCC.1.c</b> Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict.</p>	<p><b>CO2:</b> Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives. <b>CO3:</b> 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><b>UNIT 3:</b> The Columbian Exchange; The Disastrous Effects of Increased Global Interactions c. 1500 to c. 1600; The Transatlantic Slave Trade; Race and Coerced Labor Parts I and II</p>
<p><b>6.2.12.HistoryCC.1.d</b> Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.</p>	<p><b>CO4:</b> Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution.</p>	<p><b>UNIT 3:</b> The Columbian Exchange; The Disastrous Effects of Increased Global Interactions; The Transatlantic Slave Trade</p>
<p><b>There are multiple and complex causes and effects of historical events.</b></p>		
<p><b>6.2.12.HistoryCC.1.e</b> Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.</p>	<p><b>CO4:</b> Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution.</p>	<p><b>UNIT 3:</b> A Sublime Empire: Ottoman Rule on Land and Sea; The Omani Empire; Mughal Empire; China Under Ming and Qing Rule; From Muscovy to the Russian Empire; Venice and the Ottoman Empire: Crash Course; <b>UNIT 4:</b> Ottoman Empire <b>UNIT 6:</b> Struggles and Transformations in China</p>
<p><b>Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.</b></p>		
<p><b>6.2.12.HistoryCC.1.f</b> Assess the political, social, and economic impact of the Columbian Exchange (e.g., plants, animals, ideas, pathogens) on Europeans and Native Americans.</p>	<p><b>CO4:</b> Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution. <b>U3-2:</b> Evaluate and analyze the historical narrative of the formation of a new global age.</p>	<p><b>UNIT 3:</b> Crops That Grew the World; The Columbian Exchange; World Zone Café; The Columbian Exchange: CCWH; The Disastrous Effects of Increased Global Interactions c. 1500 to c. 1600</p>
<p><b>6.2.12.HistoryCC.1.g</b> Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.</p>	<p><b>CO4:</b> Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution.</p>	<p><b>UNIT 3:</b> The Columbian Exchange; The Disastrous Effects of Increased Global Interactions c. 1500 to c. 1600; The Transatlantic Slave Trade; Race and Coerced Labor Parts I and II; When Humans Became Inhumane</p>

## New Jersey Standards WHP Objectives Crosswalk

### Renaissance

NEW JERSEY HIGH SCHOOL STUDENT LEARNING STANDARDS FOR SOCIAL STUDIES	WORLD HISTORY PROJECT COURSE OBJECTIVES (CO) AND LEARNING OBJECTIVES (U#-# =LEARNING OBJECTIVES IN SUBUNITS) THAT SUPPORT NEW JERSEY SKILLS AND STANDARDS	RELEVANT WHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT NEW JERSEY SKILLS AND STANDARDS
<b>ERA 2: RENAISSANCE, REFORMATION, SCIENTIFIC REVOLUTION, AND ENLIGHTENMENT (1350-1700)</b>		
<b>Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and protecting citizens' rights.</b>		
<b>6.2.12.CivicsPR.2.a</b> Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim empires of the Middle East and North Africa.	<b>CO1:</b> Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story.	<b>UNIT 3:</b> A Sublime Empire: Ottoman Rule on Land and Sea; The Mughal Empire <b>UNIT 4:</b> The Enlightenment; Enlightenment Quotes
<b>6.2.12.CivicsPR.2.b</b> Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy).	<b>CO1:</b> Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story.	<b>UNIT 3:</b> From Muscovy to the Russian Empire; Venice and the Ottoman Empire: Crash Course; Oceanic Empires, 1450 to 1750
<b>Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.</b>		
<b>6.2.12.GeoPP.2.a</b> Make an evidence-based argument explaining the impact and development of religion in Europe on the political and cultural development of the colonies in the New World.	<b>CO1:</b> Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story.	<b>UNIT 3:</b> European Colonies in the Americas
<b>Economic globalization affects economic growth, labor markets, rights of citizens, the environment, resource allocation, income distribution, and culture.</b>		
<b>6.2.12.EconGE.2.a</b> Relate the development of more modern banking and financial systems to European economic influence in the world.	<b>CO4:</b> Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution.	<b>UNIT 3:</b> Overview of New Economic Systems; European Colonies in the Americas
<b>Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.</b>		
<b>6.2.12.HistoryCC.2.a</b> Determine the factors that led to the Reformation and the impact on European politics.	<b>CO1:</b> Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story.	<b>WHP AP UNIT 3:</b> Transformation in Eurasian Belief Systems, 1450-1750
<b>6.2.12.HistoryCC.2.b</b> Explore the factors that laid the foundation for the Renaissance (i.e., Asian and Islamic, Ancient Greek and Roman innovations).	<b>CO4:</b> Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution.	<b>UNIT 2:</b> Renaissance
<b>Chronological sequencing serves as a tool for analyzing past and present events.</b>		
<b>6.2.12.HistoryCC.2.c</b> Assess the impact of the printing press and other technologies developed on the dissemination of ideas.	<b>CO4:</b> Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution.	<b>UNIT 2:</b> Archipelago of Trade; Guilds, Wool, and Trade: Medieval England in a Global Economy; New World Networks: 1200-1490s; Trans-Saharan Routes; Indian Ocean Routes
<b>Complex interacting factors influence people's perspective.</b>		
<b>6.2.12.HistoryUP.2.a</b> Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.	<b>CO4:</b> Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution.	<b>UNIT 2:</b> The Renaissance; <b>UNIT 4:</b> The Enlightenment; Enlightenment Quotes; <b>UNIT 5:</b> The Scientific Revolution



## New Jersey Standards WHP Objectives Crosswalk Revolutions

NEW JERSEY HIGH SCHOOL STUDENT LEARNING STANDARDS FOR SOCIAL STUDIES	WORLD HISTORY PROJECT COURSE OBJECTIVES (CO) AND LEARNING OBJECTIVES (U#-# =LEARNING OBJECTIVES IN SUBUNITS) THAT SUPPORT NEW JERSEY SKILLS AND STANDARDS	RELEVANT WHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT NEW JERSEY SKILLS AND STANDARDS
<b>ERA 3: AGE OF REVOLUTIONS: POLITICAL AND INDUSTRIAL REVOLUTIONS, IMPERIALISM, REFORM AND GLOBAL IMPACT (1750-1914)</b>		
<b>Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.</b>		
<b>6.2.12.CivicsPI.3.a</b> Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.	<b>U5-5:</b> Evaluate why people’s perceptions of slavery, gender, and childhood changed during this unit.	<b>UNIT 5:</b> Rise of the Proletariat; Responses to Industrialization; Contextualization - Child Labor; A World Tour of Women’s Suffrage
<b>Civic participation and deliberation are essential characteristics of productive citizenship.</b>		
<b>6.2.12.CivicsPD.3.a</b> Cite evidence describing how and why various ideals became driving forces for reforms and revolutions in Latin American and across the world (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism).	<b>CO5:</b> 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. <b>U4-1:</b> Analyze how the roles of sovereignty, individualism, and the fight for equality influenced the political revolutions discussed in this unit.	<b>UNIT 4:</b> Ingredients for Revolution; The Enlightenment; Enlightenment Quotes; Diderot’s 1750 Encyclopedia; Sovereignty; Revolutionary Women; The Atlantic Revolutions; Haitian Revolution; West Africa in an Age of Revolution; Causation - Recipe for a Revolution; Tea Taxes and the American Revolution: CCWH; The French Revolution: CCWH; Latin American Revolutions: CCWH; Origins and Impacts of Nationalism; Nationalism; <b>UNIT 5:</b> The Scientific Revolution
<b>Democratic principles of rights, equality and freedom are commonly expressed in their fundamental documents, values, laws, and practices.</b>		
<b>6.2.12.CivicsDP.3.a</b> Use a variety of resources from multiple perspectives to analyze the responses of various governments to pressure from the people for self-government, reform, and revolution.	<b>CO5:</b> 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. <b>U4-1:</b> Analyze how the roles of sovereignty, individualism, and the fight for equality influenced the political revolutions discussed in this unit.	<b>UNIT 4:</b> Ingredients for Revolution; The Enlightenment; Enlightenment Quotes; Revolutionary Women; The Atlantic Revolutions; Haitian Revolution; West Africa in an Age of Revolution; Causation - Recipe for a Revolution; Tea, Taxes, and the American Revolution: CCWH; The French Revolution: CCWH; Haitian Revolutions: CCWH; Latin American Revolutions: CCWH; The World Revolution of 1848
<b>Social and political systems throughout time have promoted and denied civic virtues and democratic principles.</b>		
<b>6.2.12.CivicsDP.3.b</b> Use data and evidence to compare and contrast the struggles for women’s suffrage and workers’ rights in Europe and North America and evaluate the degree to which each movement achieved its goals.	<b>CO5:</b> 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. <b>U5-5:</b> Evaluate why people’s perceptions of slavery, gender, and childhood changed during this unit.	<b>UNIT 5:</b> Rise of the Proletariat; Responses to Industrialization; Contextualization - Child Labor; Child Labor; Comparison - Women’s Suffrage; A World Tour of Women’s Suffrage; Changing Gender Roles; Claim Testing - Social Class and Gender
<b>Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.</b>		
<b>6.2.12.HistoryCC.3.a</b> Debate if the role of geography or enlightened ideas had the greater influence on the independence movements in Latin America.	<b>CO4:</b> Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution.	<b>UNIT 4:</b> The Atlantic Revolutions; Causation - Recipe for a Revolution; Latin American Revolutions: Crash Course World History; Geography - Unit 4 Mapping Parts 1 and 2
<b>Global interconnections create complex spatial patterns at multiple scales that continue to change over time.</b>		
<b>6.2.12.GeoGI.3.a</b> Use geographic tools and resources to investigate the changes in political boundaries between 1815 and 1914 and make evidence-based inferences regarding the impact of imperialism.	<b>CO4:</b> Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution.	<b>UNIT 6:</b> Industrial Imperialism, the “New” Imperialism; Geography - Unit 6 Mapping Parts 1 and 2
<b>Economic globalization affects economic growth, labor markets, rights of citizens, the environment, resource allocation, income distribution, and</b>		
<b>6.2.12.EconGI.3.a</b> Analyze the interrelationships between the “agricultural revolution,” population growth, industrialization, specialization of labor, and patterns of land-holding in 19th century Britain.	<b>U5-1:</b> 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.	<b>UNIT 5:</b> Origins of the Industrial Revolution; The Industrial Revolution; Japan’s Industrial Revolution; Egypt’s Industrial Revolution; Industrialization and Migration

<p><b>6.2.12.EconGI.3.b</b> Construct a claim based on evidence regarding the interrelationships between the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources in different regions of the world.</p>	<p><b>U5-3:</b> Analyze how industrialization impacted people’s lives in the long nineteenth century and how these impacts continue to affect our modern world. <b>U5-4:</b> Assess the new labor and economic systems that emerged during the long nineteenth century.</p>	<p><b>UNIT 3:</b> Overview of New Economic Systems; <b>UNIT 5:</b> Urbanization Game; Origins of the Industrial Revolution; The Industrial Revolution; Japan’s Industrial Revolution; Egypt’s Industrial Revolution</p>
<p><b>6.2.12.EconGI.3.c</b> Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence.</p>	<p><b>CO4:</b> Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution.</p>	<p><b>UNIT 6:</b> Industrial Imperialism, the “New” Imperialism; Experiencing Colonialism: Through a Ghanaian Lens; Responses to Industrial Imperialism; Asian Responses to Imperialism; <b>UNIT 8:</b> Decolonization and the Cold War: Through a Caribbean Lens; Decolonization and the Cold War Through an Asian Lens; Resisting Colonialism: Through a Ghanaian Lens; Apartheid</p>
<p><b>Resources of an area affect what is produced and opportunities for employment.</b></p>		
<p><b>6.2.12.EconET.3.a</b> Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world.</p>	<p><b>U5-5:</b> Evaluate why people’s perceptions of slavery, gender, and childhood changed during this unit.</p>	<p><b>UNIT 5:</b> Urbanization Game; Origins of the Industrial Revolution; Industrial Revolution; Images of the Industrial Revolution; Railroads &amp; the Industrial Revolution: CCWH; Global Transformations of the Industrial Revolution; Rise of the Proletariat; Responses to industrialization; Contextualization - Child Labor; A World Tour of Women’s Suffrage</p>
<p><b>Economic ways of thinking are influenced by economists, economic theories, and economic laws (e.g., Smith, Malthus, Ricardo, Marx, Schumpeter, Keynes, Friedman, etc.).</b></p>		
<p><b>6.2.12.EconET.3.b</b> Compare the characteristics of capitalism, socialism, and communism to determine why each system emerged and its success in leading to economic growth and stability.</p>	<p><b>CO4:</b> Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution. <b>U5-4:</b> Assess the new labor and economic systems that emerged during the long nineteenth century.</p>	<p><b>UNIT 2:</b> Overview of New Economic Systems; <b>UNIT 5:</b> Urbanization Game; Macartney’s Expedition and the Global Economy; Economic Systems Simulation; Capitalism and Socialism: CCWH; Rise of the Proletariat</p>
<p><b>Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.</b></p>		
<p><b>6.2.12.HistoryCC.3.a</b> Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.</p>	<p><b>U5-5:</b> Evaluate why people’s perceptions of slavery, gender, and childhood changed during this unit.</p>	<p><b>UNIT 5:</b> Rise of the Proletariat; Responses to Industrialization; Contextualization - Child Labor; Child Labor; Comparison – Women’s Suffrage; A World Tour of Women’s Suffrage; Changing Gender Roles; Claim Testing - Social Class and Gender</p>
<p><b>To better understand the historical perspective, one must consider historical context.</b></p>		
<p><b>6.2.12.HistoryUP.3.a</b> Analyze the extent to which racism was both a cause and consequence of imperialism and evaluate the impact of imperialism from multiple perspectives.</p>	<p><b>CO4:</b> Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution.</p>	<p><b>UNIT 6:</b> Industrial Imperialism, the “New” Imperialism; Imperialism: CCWH; Gentleman of the Jungle; Tools of Imperialism; Imperialism Cartoons; Sourcing - Differing Perspectives on Imperialism; Colonial Violence; Causation - Indian Uprising; 1857 Indian Uprising; Responses to Industrial Imperialism; Dual Consciousness</p>
<p><b>Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.</b></p>		
<p><b>6.2.12.HistoryCC.3.b</b> Analyze the impact of the policies of different European colonizers on indigenous societies, and explain the responses of these societies to imperialistic rule.</p>	<p><b>CO4:</b> Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution. <b>U6-3:</b> Examine the ways in which colonialism directly impacted societies, and how colonialism continues to do so today.</p>	<p><b>UNIT 6:</b> Imperialism: CCWH; Gentlemen of the Jungle; Sourcing - Differing Perspectives on Imperialism; Colonial Violence; Experiencing Colonialism Through a Ghanaian Lens; Causation - Indian Uprising; 1857 Indian Uprising; Responses to Industrial Imperialism; Claim Testing - Imperialism; Asian Responses to Imperialism: CCWH; Dual Consciousness</p>

## New Jersey Standards WHP Objectives Crosswalk

### Great Wars

NEW JERSEY HIGH SCHOOL STUDENT LEARNING STANDARDS FOR SOCIAL STUDIES	WORLD HISTORY PROJECT COURSE OBJECTIVES (CO) AND LEARNING OBJECTIVES (U#-# =LEARNING OBJECTIVES IN SUBUNITS) THAT SUPPORT NEW JERSEY SKILLS AND STANDARDS	RELEVANT WHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT NEW JERSEY SKILLS AND STANDARDS
<b>ERA 4: A HALF-CENTURY OF CRISIS AND ACHIEVEMENT (1900-1945)</b>		
<b>Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.</b>		
6.2.12.CivicsPI.4.a Compare and contrast socialism, communism, fascism, and liberal democracy and explain the reasons for their growth or decline around the world.	CO4: Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution. U7-4: Understand the rise of fascism in various regions of the world, including its causes and consequences.	UNIT 7: The Power of One: The Russian Revolution; What Is Fascism?; Fascist Histories, Part I; Political Party Platform; Communism in Soviet Union; Communism vs. Fascism
<b>Governments around the world support universal human rights to varying degrees.</b>		
6.2.12.CivicsHR.4.a Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Chinese, the Nazi Holocaust and assess the responses by individuals, groups, and governments.	CO4: Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution. U7-3: Understand the causes and consequences of historical events that occurred during World War I, such as the Russian Revolution and the Armenian Genocide U7-6: Understand and evaluate the causes, scale, and consequences of the Holocaust.	UNIT 7: Armenian Genocide; The Holocaust; Manuel Quezon (Graphic Biography) UNIT 9: Why Does Genocide Still Happen?
6.2.12.CivicsPI.4.b Assess government responses to incidents of ethnic cleansing and genocide.	CO4: Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution.	UNIT 7: Armenian Genocide UNIT 9: Universal Rights; Why Does Genocide Still Happen?
<b>Geographic data can be used to analyze spatial patterns.</b>		
6.2.12.GeoSP.4.a Use geographic representations to compare the changes in political boundaries in Europe pre and post WWI.	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: Geography - Unit 7 Mapping Parts 1 and 2; World War I Peace Talks
6.2.12.GeoSP.4.b Determine how geography impacted military strategies and major turning points during World War II.	CO4: Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution.	UNIT 7: The Second World War; Geography - Unit 7 Mapping Parts 1 and 2
<b>Global interconnections create complex spatial patterns at multiple scales that continue to change over time.</b>		
6.2.12.GeoGI.4.a Use evidence to explain how the fall of the Ottoman empire and rise of regional powers led to the creation of new nations in the Middle East.	CO4: Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution.	UNIT 7: The Middle East and World War I; Armenian Genocide UNIT 8: The Middle East and the End of Empire
<b>Governments affect both public and private markets through regulation, taxation, budget allocations, subsidies, tariffs, price regulation, and policies that increase or reduce production possibilities.</b>		
6.2.12.EconEM.4.a Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice.	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: Contextualization - The Great Depression; Global Great Depression; What Is Fascism; Political Party Platform; The Global Story of the 1930s
<b>There are multiple and complex causes and effects of historical events.</b>		
6.2.12.HistoryCC.4.a Analyze the extent to which nationalism, industrialism, territorial disputes, imperialism, militarism, and alliances led to World War I.	U7-1: Analyze the causes, scale, and consequences of global conflict in this unit.	UNIT 7: What Caused the First World War?; Britain and World War I; The Middle East and World War I; Our Interconnected World - WWI; The First World War as a Global War; World War I: A Total War?; How World War I Started: CCWH

<b>6.2.12.HistoryCC.4.b</b> Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.	<b>U7-1:</b> Analyze the causes, scale, and consequences of global conflict in this unit.	<b>UNIT 7:</b> The First World War as a Global War; World War I: A Total War; The Second World War; World War II: CCWH; The Fallen of World War II; The Holocaust; Nuclear Bombs; Capitalism and World War I; Economics in the Second World War
<b>6.2.12.HistoryCC.4.c</b> Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.	<b>U7-1:</b> Analyze the causes, scale, and consequences of global conflict in this unit. <b>U7-5:</b> Evaluate why internationalism failed to prevent the rise of fascism and the Second World War.	<b>UNIT 7:</b> Internationalism Between the Wars; The Global Story of the 1930s; The Second World War; Causation - World War II; World War II: CCWH
<b>Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.</b>		
<b>6.2.12.HistoryCC.4.d</b> Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia.	<b>CO5:</b> 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. <b>U8-3:</b> Evaluate the connection between nationalism and decolonization movements during the period of the Cold War.	<b>UNIT 6:</b> Industrial Imperialism, the 'New' Imperialism; Gentlemen of the Jungle; Experiencing Colonialism Through a Ghanaian Lens <b>UNIT 8:</b> The Cold War: An Overview; The Cold War Around the World; Decolonization and Cold War Through a Caribbean Lens; Decolonization and the Cold War Through an Asian Lens; Connecting Decolonization and the Cold War; End of Old Regimes; Decolonization and Nationalism Triumphant: CCWH; Comparison - Decolonizing Women; Decolonizing Women; Resisting Colonialism: Through a Ghanaian Lens; Apartheid
<b>6.2.12.HistoryCC.4.e</b> Explain the role of colonial peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.	<b>CO4:</b> Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution.	<b>UNIT 7:</b> 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; World War I: A Total War?; A Lost Generation; The Second World War; Claim Testing - Global Conflict
<b>Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.</b>		
<b>6.2.12.HistoryCC.4.f</b> Analyze how the social, economic, and political roles of women in western countries were transformed during this time period and explore reasons why this transformation did not occur outside of the western world.	<b>CO4:</b> Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution.	<b>UNIT 5:</b> Comparison - Women's Suffrage; A World Tour of Women's Suffrage <b>UNIT 7:</b> World War I: A Total War? <b>UNIT 8:</b> Devastation of Old Markets
<b>6.2.12.HistoryCC.4.g</b> Use a variety of resources from different perspectives to analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of "total war".	<b>U7-2:</b> Assess World War I as a total and global war.	<b>UNIT 7:</b> World War I: A Total War?; World War I Poster Analysis;
<b>6.2.12.HistoryCC.4.h</b> Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).	<b>CO4:</b> Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution.	<b>UNIT 7:</b> World War I: A Total War?; What Caused the First World War?; A Lost Generation; World War I Peace Talks; The Second World War; Nuclear Bombs
<b>To better understand the historical perspective, one must consider historical context.</b>		
<b>6.2.12.HistoryUP.4.a</b> Analyze the Treaty of Versailles and the League of Nations from the perspectives of different nations.	<b>CO4:</b> Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution.	<b>UNIT 7:</b> World War I Peace Talks; Internationalism Between the Wars; Fascist Histories, Part I
<b>Complex interacting factors influence people's perspective.</b>		
<b>6.2.12.HistoryUP.4.b</b> Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.	<b>CO4:</b> Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution.	<b>UNIT 7:</b> World War I: A Total War?; A Lost Generation; Art and the World Wars

<p><b>6.2.12.HistoryUP.4.c</b> Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.</p>	<p><b>U7-3:</b> Understand the causes and consequences of historical events that occurred during World War I, such as the Russian Revolution and the Armenian Genocide.. <b>U7-6:</b> Understand and evaluate the causes, scale, and consequences of the Holocaust.</p>	<p><b>UNIT 7:</b> Armenian Genocide; The Holocaust; Manuel Quezon (Graphic Biography); Primary Sources: The Holocaust</p>
<p><b>Evidence from multiple relevant historical sources and interpretations can be applied to a reasoned argument about the past.</b></p>		
<p><b>6.2.12.HistoryCA.4.a</b> Generate an evidence-based argument to explain the rise of nationalism in China, Turkey, and India.</p>	<p><b>CO4:</b> Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution.</p>	<p><b>UNIT 7:</b> Armenian Genocide <b>UNIT 8:</b> Decolonization and the Cold War Through an Asian Lens; End of Old Regimes; Decolonization and Nationalism Triumphant: CCWH; The Middle East and the End of Empire; Chinese Communist Revolution; Chinese Communist Revolution; And Then Gandhi Came: Nationalism, Revolution, and Sovereignty</p>
<p><b>6.2.12.HistoryCA.4.b</b> Assess the causes of revolution in the 20th century (i.e., Russia, China, India, and Cuba), and determine the impact on global politics.</p>	<p><b>CO5:</b> 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. <b>U7-3:</b> Understand the causes and consequences of historical events that occurred during World War I, such as the Russian Revolution and the Armenian Genocide.</p>	<p><b>UNIT 7:</b> The Mexican Revolution; The Power of One: The Russian Revolution; Comparison – Russian Revolution And ? <b>UNIT 8:</b> Decolonization and the Cold War: Through a Caribbean Lens; Decolonization and the Cold War: Through an Asian Lens; Decolonizing Women; Chinese Communist Revolution; Chinese Communist Revolution; And Then Gandhi Came: Nationalism, Revolution, and Sovereignty</p>
<p><b>6.2.12.HistoryCA.4.c</b> Evaluate how the Allied countries responded to the expansionist actions of Germany, Italy, and Japan.</p>	<p><b>CO5:</b> 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><b>UNIT 7:</b> The Second World War; Causation - World War II; World War II: CCWH</p>

## New Jersey Standards WHP Objectives Crosswalk

### 20th Century

NEW JERSEY HIGH SCHOOL STUDENT LEARNING STANDARDS FOR SOCIAL STUDIES	WORLD HISTORY PROJECT COURSE OBJECTIVES (CO) AND LEARNING OBJECTIVES (U#=# =LEARNING OBJECTIVES IN SUBUNITS) THAT SUPPORT NEW JERSEY SKILLS AND STANDARDS	RELEVANT WHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT NEW JERSEY SKILLS AND STANDARDS
<b>ERA 5: THE 20TH CENTURY SINCE 1945: CHALLENGES FOR THE MODERN WORLD</b>		
<b>Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.</b>		
6.2.12.CivicsPI.5.A Analyze the structure and goals of the United Nations and evaluate the organization’s ability to protect human rights, to mediate conflicts, and ensure peace.	CO4: Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution.	UNIT 8: Devastation of Old Markets; The Cold War Around the World; End of Old Regimes UNIT 9: International Institutions; UN Sustainable Goals
<b>Governments around the world support universal human rights to varying degrees.</b>		
6.2.12.CivicsHR.5.a Assess the progress of human and civil rights around the world since the adoption of the Universal Declaration of Human Rights.	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: Civil Rights and Global Liberation' Apartheid UNIT 9: Universal Rights; Comparison - Rights Documents; Why Does Genocide Still Happen?; UN Sustainable Development Goals; Movements to End Racial Injustice: From Civil Rights to Black Lives Matter
<b>Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.</b>		
6.2.12.HistoryCC.5.a Explain how World War II led to aspirations for self-determination and compare and contrast the methods used by African and Asian countries to achieve independence.	CO4: Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution.	UNIT 8: Devastation of Old Markets; End of Empire and the Cold War; The Cold War Around the World; End of Old Regimes; Decolonization and the Cold War: Through a Caribbean Lens; Decolonization and the Cold War: Through an Asian Lens
<b>Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.</b>		
6.2.12.GeoPP.5.a Use a variety of sources to explain the impact of migration on the way of life in the country of origin and the new country (e.g., social, economic, and political structures).	CO4: Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution.	UNIT 9: Introduction to Globalization; Our Interconnected World - Frames; A Century of Refugees; Islam Alhashel - Graphic Biography; Our Networks Today; Ugandan Migrants - Graphic Biography
<b>Geographic data can be used to analyze spatial patterns.</b>		
6.2.12.GeoSV.5.a Use geographic data to interpret the factors of post-independence struggles in South Asia (e.g., the struggle over the partitioning of the subcontinent into India and Pakistan, as well as later tensions over Kashmir).	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: Cold War Around the World; Conflicts Between Countries Since 1945; Decolonization and Nationalism Triumphant: Crash Course World History
<b>Global interconnections create complex spatial patterns at multiple scales that continue to change over time.</b>		
6.2.12.GeoGI.5.a Use maps and primary sources to evaluate the impact of geography and economics on the decisions made by the Soviet Union and the United States to expand and protect their spheres of influence.	CO4: Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution.	UNIT 8: Devastation of Old Markets; Cold War: An Overview; The Cold War Around the World; Geography - Unit 8 Mapping Parts 1 and 2
<b>Economic ways of thinking are influenced by economists, economic theories, and economic laws (e.g., Smith, Malthus, Ricardo, Marx, Schumpeter, Keynes, Friedman, etc.).</b>		
6.2.12.EconET.5.a Compare and contrast free market capitalism and Western European democratic socialism with Soviet communism.	CO4: Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution.	UNIT 5: Economic Systems Simulation; Capitalism and Socialism: CCWH UNIT 7: Communism in the Soviet Union UNIT 8: Devastation of Old Markets; Cold War: An Overview
6.2.12.EconET.5.b Articulate a point of view which assesses the reasons for and consequences of the growth of communism and shift toward a market economy in China.	CO4: Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution.	UNIT 8: Cold War: An Overview; 1750 U8: Decolonization and the Cold War: Through an Asian Lens; Chinese Communist Revolution
<b>Economic globalization affects economic growth, labor markets, rights of citizens, the environment, resource allocation, income distribution, and culture.</b>		
6.2.12.EconGE.5.a Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.	CO4: Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution.	UNIT 8: Devastation of Old Markets; The Oil Revolution UNIT 9: Conflict Over Natural Resources

<b>Chronological sequencing serves as a tool for analyzing past and present events.</b>		
<b>6.2.12.HistoryCC.5.a</b> Analyze the reasons for the Cold War and the collapse of the Soviet Union and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia.	<b>U8-1:</b> Evaluate how the Cold War and decolonization are intertwined in the history of this period.	<b>UNIT 8:</b> Devastation of Old Markets; Cold War: An Overview; End of Empire and the Cold War; The Cold War Around the World; Collapse of Communism
<b>Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical context.</b>		
<b>6.2.12.HistoryCC.5.b</b> Cite evidence describing the role of boundary disputes and limited natural resources as sources of conflict.	<b>CO5:</b> 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.	<b>UNIT 8:</b> Cold War Around the World; <b>UNIT 9:</b> Conflict Over Natural Resources; Humans and Energy: CCWH
<b>6.2.12.HistoryCC.5.c</b> Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.	<b>CO4:</b> Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution.	<b>UNIT 8:</b> Devastation of Old Markets; The Cold War Around the World; Apartheid; Decolonization and the Cold War: Through an Asian Lens <b>UNIT 9:</b> Indigenous Americans and Globalization; The Zapatistas in Mexico; Flower Industry of Colombia
<b>6.2.12.HistoryCC.5.d</b> Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.	<b>CO4:</b> Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution.	<b>1750 U9:</b> Universal Rights; Our Networks Today
<b>There are multiple and complex causes and effects of historical events.</b>		
<b>6.2.12.HistoryCC.5.e</b> Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances (e.g., NATO, SEATO, Warsaw Pact), and periodic military clashes (e.g., Korean War, Middle East).	<b>CO4:</b> Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution.	<b>UNIT 8:</b> Devastation of Old Markets; Cold War: An Overview; Simulation – Cold War Crisis; End of Empire and the Cold War; The Cold War Around the World
<b>Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.</b>		
<b>6.2.12.HistoryCC.5.f</b> Assess the impact of Gandhi's methods of civil disobedience and passive resistance in India and determine how his methods were later used by people from other countries.	<b>CO4:</b> Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution.	<b>UNIT 8:</b> Decolonization and Nationalism Triumphant: CCWH; And Then Gandhi Came: Nationalism, Revolution, and Sovereignty
<b>6.2.12.HistoryCC.5.g</b> Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.	<b>CO5:</b> 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.	<b>Origins and 1750 U8:</b> Devastation of Old Markets; Comparison – Decolonizing Women; Decolonizing Women; UN Sustainable Development Goals
<b>Evidence from multiple relevant historical sources and interpretations can be applied to a reasoned argument about the past.</b>		
<b>6.2.12.HistoryCC.5.h</b> Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.	<b>CO4:</b> Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution.	<b>UNIT 7:</b> Nuclear Weapons <b>UNIT 8:</b> Cold War Around the World; Arms Race, Space Race

# New Jersey Standards WHP Objectives Crosswalk

## Contemporary Issues

NEW JERSEY HIGH SCHOOL STUDENT LEARNING STANDARDS FOR SOCIAL STUDIES	WORLD HISTORY PROJECT COURSE OBJECTIVES (CO) AND LEARNING OBJECTIVES (U#-# =LEARNING OBJECTIVES IN SUBUNITS) THAT SUPPORT NEW JERSEY SKILLS AND STANDARDS	RELEVANT WHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT NEW JERSEY SKILLS AND STANDARDS
<b>ERA 6: CONTEMPORARY ISSUES</b>		
<b>Constitutions, laws, treaties, and international agreements maintain national and international order.</b>		
<b>6.2.12.CivicsPI.6.a</b> Use historic case studies or a current event to assess the effectiveness of multinational organizations in attempting to solve global issues.	<b>CO5:</b> 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. <b>U9-3:</b> Investigate how different groups have responded to globalization.	<b>UNIT 9:</b> CCOT – Unit Comparisons; Universal Rights; Why Does Genocide Still Happen?; International Institutions
<b>Governments around the world support universal human rights to varying degrees.</b>		
<b>6.2.12.CivicsHR.6.a</b> Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.	<b>CO4:</b> Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution. <b>U9-3:</b> Investigate how different groups have responded to globalization.	<b>UNIT 9:</b> Universal Rights; Why Does Genocide Still Happen? International Institutions; A Century of Refugees; Indigenous Americans and Globalization; Conflict in Israel and Palestine: CCWH
<b>Human and civil rights support the worth and dignity of the individual.</b>		
<b>6.2.12.CivicsHR.6.b</b> Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding economic development and environmental sustainability and its impact on human rights.	<b>CO4:</b> Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution.	<b>UNIT 9:</b> Universal Rights; Why Does Genocide Still Happen?; International Institutions; Green Revolution; Conflict Over Natural Resources
<b>Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.</b>		
<b>6.2.12.GeoPP.6.a</b> Make evidence-based inferences to determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.	<b>CO5:</b> 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.	<b>UNIT 9:</b> CCOT – Unit Comparisons; Population and Environmental Trends, 1880 to the Present; The World in 2050
<b>Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely.</b>		
<b>6.2.12.EconGE.6.a</b> Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy.	<b>CO4:</b> Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution. <b>U9-2:</b> Evaluate how globalization has impacted inequality around the world. <b>U9-4:</b> Analyze how human rights have been impacted in a modern world.	<b>UNIT 9:</b> Universal Rights; Why Does Genocide Still Happen?; International Institutions; WTO Resistance; UN Sustainable Developmental Goals; The Green Revolution
<b>6.2.12.EconGE.6.b</b> Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.	<b>CO4:</b> Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution.	<b>UNIT 9:</b> International Institutions
<b>Economic globalization affects economic growth, labor markets, rights of citizens, the environment, resource allocation, income distribution, and culture.</b>		
<b>6.2.12.EconGE.6.c</b> Relate the rise of the Internet and social media to global economy.	<b>CO4:</b> Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution.	<b>UNIT 9:</b> Our Networks Today
<b>Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.</b>		
<b>6.2.12.HistoryCC.6.a</b> Evaluate the impact of terrorist movements on governments, individuals and societies.	<b>CO4:</b> Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution.	<b>UNIT 9:</b> September 11, 2001; Non-State Terrorism