WORLD HISTORY PROJECT

WHP AND ARIZONA'S HISTORY AND SOCIAL SCIENCE STANDARDS

◈ WORLD HISTORY PROJECT

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Cover*: The cactus wren often nests in cactus to avoid predators and is the state bird of Arizona. © John Cancalosi / Photolibrary / Getty Images Plus*

Arizona WHP Executive Summary

The World History Project (WHP) curriculum provides an opportunity for Arizona high school students to develop a well-grounded foundation for a deep understanding of world history through WHP's readings, videos, and activities. WHP aligns with the vast majority of Arizona's high school History and Social Science Standards. 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 tribal history. WHP includes three chronological courses: Origins to the Present, 1200 to the Present, and 1750 to the present. Arizona's world history course starts in the fifteenth century; therefore, the 1200 course is suggested. Assets from the Origins and 1750 courses may also be used as supplements to fulfill Arizona's state standards. The accompanying crosswalk provides examples of aligned materials from these courses.

WHP and Arizona's History and Social Science Standards

While completing the WHP curriculum, students will learn historical content through various frames and will develop and apply their inquiry skills.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 Arizona's History and Social Science Standards such as "**HS.H2.1** Explain multiple causes of conflict" and "**HS.SP1.2** Analyze change and continuity in historical eras." 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. 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 the Enlightenment, the French Revolution, the World Wars, and Globalization, which are all aligned to Arizona's content expectations for world history. Additional information on the frames and scales can be found in the WHP Course Guide. Moreover, in Arizona's world history standards, there is an emphasis on the fifteenth century to the present day. Arizona's standards document states "A world history course should include the study of the peoples of Africa, the Americas, Asia, and Europe." These course expectations are found throughout the WHP Course. For example, in the 1200 course, students will study "Unit 8: Cold War and Decolonization 1945 to 1990" and its impact on the United States, Africa, Asia, Europe, and the Caribbean. The content in this unit aligns to several of Arizona's standards, including "**HS.H4.1** Examine how historically marginalized groups have affected change on political and social institutions." For this and other reasons, WHP is an excellent fit for meeting Arizona's high school world history course expectations.

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

Arizona's History and Social Science Standards 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 eras and units include multiple opportunities for students to engage in inquiry-based learning as they examine primary and secondary sources, develop and test claims, create arguments, and develop their writing skills. These inquiry-based opportunities are reinforced through practice progressions. WHP incorporates disciplinary thinking and literacy practices into its curriculum and enables students to learn and practice inquiry-based skills at increasing complexity. 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 students to meet the vast majority of Arizona's History and Social Science 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 Arizona's high school world history course.

Arizona Standards WHP Objectives Crosswalk
Disciplinary Skills and Processes

ARIZONA HIGH SCHOOL HISTORY AND SOCIAL SCIENCE STANDARDS	WORLD HISTORY PROJECT COURSE OBJECTIVES (CO#) AND LEARNING OBJECTIVES (1200 COURSE=U#-#) THAT SUPPORT ARIZONA SKILLS AND STANDARDS	RELEVANT WHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT ARIZONA SKILLS AND STANDARDS
DISCIPLINARY SKILLS & PROCESSES		
HS.SP1.1 Evaluate how events and developments were shaped by unique circumstances of time and place as well as broader contexts.	**CO5:** Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.	**U3**: Contextualization - Mongol and Comanche Empires. **U4**: Revolutionary Women. **U5**: Contextualization- Child Labor. **U6**: Contextualization - Opium Wars. **U7**: Contextualization - The Great Depression. **U8**: Who Is "Winning" the Cold War?
HS.SP1.2 Analyze change and continuity in historical eras.	**CO5:** Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.	**U2**: CCOT - Introduction. **U3**: CCOT - The Global Tapestry to Transoceanic Interconnections; Causation - Migrations. **U4**: CCOT - Transoceanic Interconnections to Revolutions; Causation - Recipe for a Revolution. **U5**: CCOT - Revolutions to Industrialization. **U6**: Causation - Indian Uprising. **U7**: CCOT - Empire to Global Conflict; Causation - World War II. **U9**: CCOT - Unit Comparisons; Causation - Environmental Change.
HS.SP1.3 Evaluate the significance of past events as they relate to their own lives and the world.	**CO4:** Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution.	**U1:** Draw the Frames. **U3:** A Different View; Our Interconnected World. **U4:** Responsibility and Compassion. **U5:** Contextualization - Child Labor; Women's Suffrage. **U7:** Our Interconnected World - World War I. **U8:** Comparison - Decolonizing Women. **U9:** Unit 9 Problem Notebook; Our Interconnected World - Frames; Dollar Street Project. **1750 U7**: Human Rights and Asylum Debate
HS.SP1.4 Use compelling questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.	**CO5:** Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.	**U1**: Claim Testing - Introduction; Contextualization - Introduction. **U2**: Claim Testing - Authority. **U3**: Claim Testing - Evidence; Contextualization - Mongol and Comanche Empires. **U5**: Contextualization - Child Labor; Claim Testing - Social Class and Gender. **U6**: Contextualization - Opium Wars; Claim Testing - Imperialism. **U7:** Contextualization - The Great Depression; Claim Testing - Global Conflict. **U8**: Cold War Crisis. **U9**: "Is the World Flat or Spiky?"; Claim Testing - Globalization. **1750 U7**: Human Rights and Asylum Debate
HS.SP2.1 Analyze how contexts shaped and continue to shape people's perspectives.	**U4-1**: Analyze how the roles of sovereignty, individualism, and the fight for equality influenced the political revolutions discussed in this unit.	**U3**: "Race and Coerced Labor Part II: Motivations and Justifications". **U4**: "Sovereignty"; "The Enlightenment"; "Ingredients for Revolution"; "Ethnic Nationalism". **U5: "**A World Tour of Women's Suffrage"; "Why Was Slavery Abolished? Three Theories". **U7:** "The Power of One: The Russian Revolution"; **"**The Global Depression". **U9**: Dollar Street Project
HS.SP2.2 Analyze the ways in which perspective shapes recorded history.	**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. **CO5:** Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.	**U2**: Sourcing - Introduction; Claim Testing - Authority. **U3**: Sourcing - Spanish Conquest of the Aztec Empire; Claim Testing - Evidence. **U5**: Sourcing - Why Was Slavery Abolished? Claim Testing - Social Class and Gender. **U6**: Sourcing - Differing Perspectives on Imperialism; Gentlemen of the Jungle; Claim Testing - Imperialism. **U7:** Claim Testing - Global Conflict. **U8**: Sourcing - Who Started the Cold War?; Cold War Crisis. **U9**: Claim Testing - Globalization. **1750 U1**: Primary Sources: Europe and China in 1750; Primary Sources: The World In 1750. **1750 U2**: Sourcing – The Inoculation Debate 1750. **1750 U3**: Industrial Revolution Primary Sources. **1750 U7**: Primary Sources of Internationalism

HS.SP2.3 Demonstrate historical empathy when examining individuals or groups in the past whose perspectives might be very different from those held today.	**CO5:** Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.	**U3:** Our Interconnected World; Mawläy 'Abd al-Mälik (Graphic Biography); Khanzada Begum (Graphic Biography); Qing Shih (Graphic Biography); Yasuke (Graphic Biography); Amonute (Graphic Biography); Sor Juana Inés de la Cruz (Graphic Biography); Domingos Álvares (Graphic Biography). **U4:** Sourcing - Why Was Slavery Abolished?; Manuela Sáenz, Jonotas, and Natan (Graphic Biography); Rifa'a al-Tahtawi (Graphic Biography); Iwasaki Yatarō (Graphic Biography); Ottilie Baader (Graphic Biography); Harriet Forten Purvis (Graphic Biography). **U6**: Yaa Asantewaa, Queen Mother of Ejisu (Graphic Biography); Azizun of Lucknow (Graphic Biography); Dadabhai Naoroji (Graphic Biography). **U7**: World War I Letters; Helen Fairchild (Graphic Biography); Dr. Rosa Luxemburg (Graphic Biography); World War I Peace Talks; Plaek Phibunsongkhram (Graphic Biography); Manuel Quezon (Graphic Biography). **U8**: Kwame Nkrumah (Graphic Biography). **1750 U2:** Assessing Responsibility and Compassion. **Origins E5**: Traveler Postcards
HS.SP3.1 Develop and frame questions about issues and events in the discipline and determine the types of sources that will be helpful in answering these questions.	**CO5:** Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.	**U6:** World War I Peace Talks. **U8:** Decolonizing Women. **U9:** Dollar Street Project; Project X - Final Presentation; The World in 2050. **1750 U7:** Human Rights and Asylum Debate
HS.SP3.2 Gather relevant information from multiple sources representing a wide range of views while using origin, authority, structure, context, and corroborative value of the source to guide the selection.	**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:** Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.	**U1:** DBQ 0. **U3**: DBQ 3. **U4**: Revolutionary Women; Unit 4 LEQ. **U5**: Comparison - Women's Suffrage; DBQ 5. **U6**: Unit 6 LEQ. **U7**: DBQ 7. **U8**: Simulation - Cold War Crisis; Comparison - Decolonizing Women; Unit 8 LEQ. **U9**: Project X - Final Presentation; Comparison - Rights Documents; CCOT - Unit Comparisons; The World in 2050; DBQ 9.
HS.SP3.3 Analyze the relationship between primary sources and the secondary interpretations made from them including possible limitations in various kinds of evidence and differing secondary interpretations.	**CO5:** Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.	**U2**: Sourcing - Introduction; **U3**: Sourcing - Spanish Conquest of the Aztec Empire. **U5**: Sourcing - Why Was Slavery Abolished? **U6**: Sourcing - Differing Perspectives on Imperialism; Gentlemen of the Jungle. **U8**: Sourcing - Who Started the Cold War?; Cold War Crisis. **1750 U1**: Primary Sources: Europe and China in 1750; Primary Sources: The World In 1750. **1750 U2**: Sourcing – The Inoculation Debate 1750. **1750 U3**: Industrial Revolution Primary Sources. **1750 U7**: Primary Sources of Internationalism
HS.SP3.4 Evaluate the credibility of a source by examining how experts value the source.	**CO5:** Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.	**U2**: Sourcing - Introduction; Claim Testing - Authority. **U3**: Sourcing - Spanish Conquest of the Aztec Empire; Claim Testing - Evidence. **U5**: Sourcing - Why Was Slavery Abolished? Claim Testing - Social Class and Gender. **U6**: Sourcing - Differing Perspectives on Imperialism; Gentlemen of the Jungle; Claim Testing - Imperialism. **U7**: Claim Testing - Global Conflict. **U8**: Sourcing - Who Started the Cold War?; Cold War Crisis. **U9**: Claim Testing - Globalization. **1750 U1**: Primary Sources: Europe and China in 1750; Primary Sources: The World In 1750. **1750 U2**: Sourcing – The Inoculation Debate 1750. **1750 U3**: Industrial Revolution Primary Sources. **1750 U7**: Primary Sources of Internationalism
HS.SP3.5 Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.	**CO5:** Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.	**U2:** Claim Testing - Authority. **U3:** Claim Testing - Evidence. **U5:** Sourcing – Why Was Slavery Abolished? **U9:** Project X- Final Presentation; The World in 2050.

HS.SP3.6 Construct and present arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.	**CO5:** Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.	**U1**: Claim Testing - Introduction. **U2**: Claim Testing - Authority. **U3**: Claim Testing - Evidence. **U5**: Claim Testing - Social Class and Gender. **U6**: Claim Testing - Imperialism. **U7**: Claim Testing - Global Conflict. **U8**: Cold War Crisis. **U9**: Claim Testing - Globalization. **1750 U7**: Human Rights and Asylum Debate
HS.SP3.7 Construct and present explanations using sound reasoning, correct sequence (linear and non-linear) examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation.	**CO5:** Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.	**All Units:** Three Close Reads. **U2:** Claim Testing - Authority; Unit 2 LEQ. **U3:** Claim Testing - Evidence; DBQ 3. **U4:** Claim Testing - Social Class and Gender; Unit 4 LEQ. **U5:** DBQ 5. **U6:** Claim Testing - Imperialism; Unit 6 LEQ. **U7:** Claim Testing - Global Conflict; DBQ 7. **U8:** Cold War Crisis; Unit 8 LEQ. **U9:** Claim Testing - Globalization; DBQ 9. **1750 U7:** Human Rights and Asylum Debate.
HS.SP3.8 Present arguments and explanations that feature ideas and perspectives on issues and topics to reach a range of audiences and venues using print, oral, and digital technologies.	**CO5:** Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.	**U1:** DBQ 0. **U3:** DBQ 3. **U4:** Unit 4 LEQ. **U5:** DBQ 5. **U6:** Unit 6 LEQ. **U7:** DBQ 7. **U8:** Unit 8 LEQ. **U9:** CCOT - Unit Comparisons; Project X - Final Presentation; The World in 2050; DBQ 9. **1750 U7:** Human Rights and Asylum Debate
HS.SP4.1 Analyze multiple and complex causes and effects of events in the past and present.	**CO5:** Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.	**U3**: Causation - Migrations. **U4:** Causation - Recipe for a Revolution. **U5**: Urbanization Game. **U6**: Causation - Indian Uprising. **U7:** Causation - World War II. **U9:** Causation - Environmental Change
HS.SP4.2 Distinguish between long-term causes and triggering events in developing an argument.	**CO5:** Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.	**U3**: Causation - Migrations. **U4:** Causation - Recipe for a Revolution. **U5**: Urbanization Game. **U6**: Causation - Indian Uprising. **U7:** Causation - World War II. **U9:** Causation - Environmental Change
HS.SP4.3 Integrate evidence from multiple relevant sources and interpretations into a reasoned argument.	**CO1:** Demonstrate an understanding of the past as usable, explaining how historians and others create narratives to explain the past, and that those narratives are used to understand the world and make decisions and actions in the present and in preparation for the future. **CO5:** Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.	**U1:** DBQ 0. **U3:** DBQ 3. **U4:** Unit 4 LEQ. **U5:** DBQ 5. **U6:** Unit 6 LEQ. **U7:** DBQ 7. **U8:** Unit 8 LEQ. **U9:** CCOT - Unit Comparisons; Project X - Final Presentation; The World in 2050; DBQ 9. **1750 U7**: Human Rights and Asylum Debate
HS.SP4.4 Compare the central arguments in secondary works on related topics in multiple media. Critique the central arguments in secondary works on related topics in multiple media in terms of their accuracy and relevance.	**CO1:** Demonstrate an understanding of the past as usable, explaining how historians and others create narratives to explain the past, and that those narratives are used to understand the world and make decisions and actions in the present and in preparation for the future.	**U1**: DBQ 0. **U3**: DBQ 3. **U5**: DBQ 5. **U7**: DBQ 7. **U9**: DBQ 9.

Arizona Standards WHP Objectives Crosswalk
Civics

ARIZONA HIGH SCHOOL HISTORY AND SOCIAL SCIENCE STANDARDS	WORLD HISTORY PROJECT COURSE OBJECTIVES (CO#) AND LEARNING OBJECTIVES (1200 COURSE=U#-#) THAT SUPPORT ARIZONA SKILLS AND STANDARDS	RELEVANT WHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT ARIZONA SKILLS AND STANDARDS
CIVICS		
HS.C1.1 Explain the significance of civic virtues to a well-functioning constitutional republic.	**U9-2:** Use the historical reasoning practice of comparison to evaluate human rights documents from around the world.	**U9:** "Universal Rights"; Comparison – Rights Documents; *Nonviolence and Peace Movements: CCWH*
HS.C1.2 Evaluate how society and political systems in different contexts promote civic virtue and democratic principles established by the founding documents.	**CO5:** Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.	**U4:** "Ingredients for Revolution"; "The Atlantic Revolutions". **U9:** Comparison – Rights Documents. **1750 U2:** "Economic and Material Causes of Revolt". **1750 U2 Other Materials:** "Magna Carta, the Glorious Revolution, and American Democracy"
HS.C1.3 Explain and use deliberative processes implemented in various civic and political institutions.	**CO5:** Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.	**U7:** World War I Peace Talks. **U9:** UN Sustainable Development Goals; "International Institutions"
HS.C1.4 Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights.	**U4-1:** Analyze how the roles of sovereignty, individualism, and the fight for equality influenced the political revolutions discussed in this unit. **U5-5:** Evaluate why people's perceptions of slavery, gender, and childhood changed during this era.	**U4:** "Sovereignty"; "The Enlightenment"; "Ingredients for Revolution". **U5:** "Responses to Industrialization"; "A World Tour of Women's Suffrage"; Why Was Slavery Abolished? **U7:** "Fascist Histories, Part 1". **U9:** Universal Rights; Why Does Genocide Still Happen? **1750 U1:** "European States and Empires" **1750 U2:** "Economic and Material Causes of Revolt" **1750 U7:** "Fascism in Germany"
HS.C2.1 Explain the importance of individual participation in civic and political institutions.	**CO4:** Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution.	**U4:** "The Atlantic Revolutions". **U5:** "Japan's Industrial Revolution"; "Rise of the Proletariat"; "Responses to Industrialization"; "A World Tour of Women's Suffrage"; "Why Was Slavery Abolished?" **U7:** "The Power of One: The Russian Revolution"; World War 1 Peace Talks. **1750 U7:** "Nuremberg Laws, Nuremberg Trials"
HS.C2.2 Analyze the role of citizens in the United States political system over time and compare this to the role of citizens in other political systems.	**U9-2.1:** Use the historical reasoning practice of comparison to evaluate human rights documents from around the world.	**U4:** "Sovereignty"; "The Atlantic Revolutions". **U5:** "Rise of the Proletariat"; "Responses to Industrialization"; "A World Tour of Women's Suffrage". **U7:** "The Power of One: The Russian Revolution". **U8:** "Apartheid". **U9:** *Nonviolence and Peace Movements: CCWH* ; Comparison – Rights Documents
HS.C2.3 Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases.	**CO5:** Use historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.	**U4:** "Sovereignty"; "The Atlantic Revolutions"; "Ingredients for Revolution". **U5:** "Responses to Industrialization"; "A World Tour of Women's Suffrage". **U8:** "Apartheid". **U9:** *Nonviolence and Peace Movements: CCWH* ; Comparison – Rights Documents; "Universal Rights"
HS.C2.4 Analyze the responsibilities of citizens.	**CO4:** Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution.	**U4:** "Sovereignty"; "The Atlantic Revolutions". **U5:** "Rise of the Proletariat"; "Responses to Industrialization"; "A World Tour of Women's Suffrage". **U7:** "The Power of One: The Russian Revolution". **U8:** "Apartheid". **U9:** *Nonviolence and Peace Movements: CCWH* ; Comparison – Rights Documents
HS.C2.5 Compare the rights guaranteed in Arizona Constitution to those in the United States Constitution.	**CO5:** Use historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.	**U9:** Comparison – Rights Documents (can be amended to include AZ rights as outlined in the AZ Constitution)
HS.C2.6 Evaluate the contributions of individuals and groups, including Arizonans, who have played a role in promoting civic and democratic principles.		AZ-specific content can be added to fulfill this standard.

HS.C3.1 Examine how the United States Constitution established a system of government that has powers, responsibilities, and limits and analyze how those powers, responsibilities, and limits have changed over time.	**CO5:** Use historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.	**U9:** Comparison – Rights Documents More specific content related to politics and government as it pertains to the US and other nations can be added to fulfill this standard.
HS.C3.2 Analyze the origins, functions, and structures of government at the national, state, local, and tribal levels and compare with other systems of government.	**CO5:** Use historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.	**U4:** "The Atlantic Revolutions". **U9:** Comparison – Rights Documents (AZ-specific content can be added to fulfill this standard)
HS.C3.3 Analyze the impact of political parties, interest groups, elections, and the media on political institutions.		More specific content related to politics and government as it pertains to the US and other nations can be added to fulfill this standard.
HS.C3.4 Analyze the impact of constitutions, laws, treaties, charters, and agreements on the maintenance of international order.	**CO4:** Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution.	**U4:** "The Enlightenment"; "The Atlantic Revolutions". **U7:** World War I Peace Talks; *Internationalism Between the Wars*; "Fascist Histories: Part I". **U9:** "Universal Rights"; "International Institutions"; Comparison - Rights Documents. **1750 U7**: Primary Sources of Internationalism; "Appeasement"; "Nuremberg Laws, Nuremberg Trials"
HS.C4.1 Evaluate multiple procedures for making governmental decisions in all three branches and at the local, state, tribal, national, and international levels in terms of the civic purpose achieved.		More specific content related to politics and government as it pertains to the US and other nations can be added to fulfill this standard.
HS.C4.2 Evaluate local, state, national, and international policies in terms of intended and unintended outcomes and related consequences.	**CO4:** Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution.	**U3:** "Race and Coerced Labor Part I: How Did People Become Property in the Americas?" **U6:** "Struggle and Transformation in China"; "Tools of Imperialism". **U7:** World War I Peace Talks; "Fascist Histories: Part I"
HS.C4.3 Explain the procedures for elections at the local, state, tribal, and national levels.		AZ-specific content can be added to fulfill this standard.
HS.C4.4 Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings and at various levels.	**CO4:** Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution.	**U7**: World War I Peace Talks. **U9:** "International Institutions"; "Why Does Genocide Still Happen?"
HS.C4.5 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.	**CO5:** Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative. **7.3-1:** Use the historical thinking practice of contextualization to understand the economic and political circumstances that contributed to a global depression.	**U5:** "Rise of the Proletariat"; "Responses to Industrialization"; Comparison – Women's Suffrage; "A World Tour of Women's Suffrage"; "Why Was Slavery Abolished?" **U5:** Causation – Indian Uprising. **U7:** "Global Great Depression"
HS.C4.6 Assess options for action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.	**1750 CO7:** Apply skills and course evidence to understanding large patterns of continuities and change from 1750-present, as well as to connect to patterns in the deeper past and to understand the present global situation in historical context.	**U7:** World War I Peace Talks; Political Party Platform. **U9:** UN Sustainable Development Goals. **1750 U7**: "Appeasement".
HS.C4.7 Apply a range of deliberative and democratic strategies and procedures to make decisions in the classroom, school, and out-of-school civic contexts.	**CO5:** Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.	**U7:** World War I Peace Talks. **U9:** UN Sustainable Development Goals

Arizona Standards WHP Objectives Crosswalk
Economics

ARIZONA HIGH SCHOOL HISTORY AND SOCIAL SCIENCE STANDARDS	WORLD HISTORY PROJECT COURSE OBJECTIVES (CO#) AND LEARNING OBJECTIVES (1200 COURSE=U#-#) THAT SUPPORT ARIZONA SKILLS AND STANDARDS	RELEVANT WHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT ARIZONA SKILLS AND STANDARDS
ECONOMICS		
HS.E1.1 Evaluate how and why people make choices to improve their economic well-being.	**CO4:** Analyze the narrative of history from a variety of frames: communities, networks, production and distribution, and population.	**U3:** "Overview of New Economic Systems". **U4:** "Ingredients for Revolution"; "The Atlantic Revolutions". **U7:** "The Global Great Depression"; "The Global Story of the 1930s". **1750 U1:** "Production and Distribution in 1750".
HS.E1.2 Analyze the factors that influence how and why people make budgeting and saving choices.	**CO4:** Analyze the narrative of history from a variety of frames: communities, networks, production and distribution, and population.	**U3:** "Overview of New Economic Systems"
HS.E1.3 Evaluate the cost and benefits of using credit.	**CO4:** Analyze the narrative of history from a variety of frames: communities, networks, production and distribution, and population.	**U3:** "Overview of New Economic Systems". **U7:** "The Global Great Depression"; "The Global Story of the 1930s". **1750 U1:** "European States and Empires".
HS.E1.4 Compare the cost and benefits of several types of investments.	**CO4:** Analyze the narrative of history from a variety of frames: communities, networks, production and distribution, and population.	**U3:** "Overview of New Economic Systems". **1750 U1:** "European States and Empires"
HS.E1.5 Evaluate the ways insurance may minimize personal financial risk.	**CO4:** Analyze the narrative of history from a variety of frames: communities, networks, production and distribution, and population.	**1750 U1:** "Production and Distribution in 1750"
HS.E2.1 Explain how scarcity results in economic decisions and evaluate their impact on individuals, institutions, and societies.	**U3-3.1**: Understand the emergence of new economic systems and their impact on communities and networks. **U3-3.2**: Evaluate capitalism as a new economic system that fueled colonization and the slave trade.	**U3:** "The Transatlantic Slave Trade". **U7:** "World War I: A Total War?"; "Global Great Depression"; "The Global Story of the 1930s". **1750 U1:** "Production and Distribution in 1750". **1750 U7:** "Economics in the Second World War"
HS.E2.2 Analyze how incentives influence economic choices for individuals, institutions, and societies.	**U3-1.2**: Learn about the Columbian Exchange and evaluate the changes to communities, networks, and the environment that occurred because of this exchange.	**U3:** "Crops that Grew the World"; "The Columbian Exchange"; "The Effects of Increased Interactions"; "Overview of New Economic Systems". **1750 U1:** "Production and Distribution in 1750". **1750 U6:** "Unit 6 Overview: Empire and Other Consequences of Industrialization 1850 to 1950"
HS.E2.3 Use cost-benefit analysis and/or marginal analysis to evaluate an economic issue.		More specific economic content can be added to fulfill this standard.
HS.E3.1 Explain how buyers and sellers interact to create markets and market structures.	**U3-1.2:** Learn about the Columbian Exchange and evaluate the changes to communities, networks, and the environment that occurred because of this exchange.	**U3:** "Crops that Grew the World"; "The Columbian Exchange"; "Overview of New Economic Systems". **1750 U1:** "Production and Distribution in 1750"
HS.E3.2 Evaluate how numerous factors and conditions influence market prices.	**U5-4**: Assess the new labor and economic systems that emerged during the long nineteenth century.	**U3:** "Overview of New Economic Systems". **U7:** "Global Great Depression"; "The Global Story of the 1930s"
HS.E3.3 Evaluate the role of government in regulating market places.	**CO4:** Analyze the narrative of history from a variety of frames: communities, networks, production and distribution, and population.	**U3:** "Overview of New Economic Systems". **U7:** "World War I: A Total War?"; "Communism in the Soviet Union"; Communism vs. Fascism. **U8:** "The Cold War: An Overview". **U9**: "International Institutions"
HS.E3.4 Explain the distinct types of business organizations and analyze the role of innovation and entrepreneurship in a market economy.	**U5-4:** Assess the new labor and economic systems that emerged during the long nineteenth century.	**U5:** Urbanization Game; "The Industrial Revolution"; *Railroads & the Industrial Revolution: CCWH* ; "The Global Transformations of the Industrial Revolution"; "Japan's Industrial Revolution"; "Egypt's Industrial Revolution"; *Capitalism and Socialism: CCWH*
HS.E4.1 Use economic data to analyze the health of a national economy.	**CO5:** Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.	**U8:** Data Exploration - Global Inequality. **U9:** CCOT – Unit Comparisons; "Rise of China"; "Our Networks Today"
HS.E4.2 Evaluate the economic conditions that lead to fiscal and monetary policy choices and explain their impact on households and businesses.	**CO4:** Analyze the narrative of history from a variety of frames: communities, networks, production and distribution, and population.	**U7:** "The Global Great Depression"; "Communism in the Soviet Union"

HS.E4.3 Explain the roles of institutions in a market economy.	CO4: Analyze the narrative of history from a variety of frames: communities, networks, production and distribution, and population.	U7: *Internationalism Between the Wars.* U9: "International Institutions"; "WTO Resistance"
HS.E4.4 Explain the effect of advancements in technology and training on economic growth and standards of living.	U3-1.2: Learn about the Columbian Exchange and evaluate the changes to communities, networks, and the environment that occurred because of this exchange. U9-1: Assess how globalization both positively and negatively affects human communities, networks, and production and distribution.	U3: "Overview of New Economic Systems". U5: "The Industrial Revolution". U7: "The Global Story of the 1930s". U9: "Introduction to Globalization"; Dollar Street Project; "Is the World Flat or Spiky?"; *Globalization I - The Upside: CCWH* ; "The Rise of China"; "Following Goods Across the World". 1750 U1: "Production and Distribution in 1750"
HS.E5.1 Evaluate the advantages and disadvantages of global trade.	U3-1.2: Learn about the Columbian Exchange and evaluate the changes to communities, networks, and the environment that occurred because of this exchange. U9-1: Assess how globalization both positively and negatively affects human communities, networks, and production and distribution.	U3: "The Transatlantic Slave Trade". U6: "Struggle and Transformation in China". U7: "Global Great Depression"; "The Global Story of the 1930s". U9: "Introduction to Globalization"; Dollar Street Project; "Is the World Flat or Spiky?"; *Globalization I - The Upside: CCWH* ; "The Rise of China"; "Following Goods Across the World". 1750 U1: "Production and Distribution in 1750"
HS.E5.2 Evaluate how interdependence impacts individuals, institutions, and societies.	CO4: Analyze the narrative of history from a variety of frames: communities, networks, production and distribution, and population.	U7: "Global Great Depression"; "The Global Story of the 1930s". U8: "Devastation of Old Markets". U9: "Introduction to Globalization"; Dollar Street Project; "Is the World Flat or Spiky?"; *Globalization I - The Upside: CCWH* ; "The Rise of China"; "Following Goods Across the World"; "WTO Resistance". 1750 U6: "Capitalism and World War I"
HS.E5.3 Explain why nations chose to trade and how it is regulated.	CO4: Analyze the narrative of history from a variety of frames: communities, networks, production and distribution, and population.	U3: "Overview of New Economic Systems". U5: "Meiji Restoration". U6: "Struggle and Transformation in China". U8: "The Cold War: an Overview". U9: "International Institutions"
HS.E5.4 Explain how national economies influence trade.	CO4: Analyze the narrative of history from a variety of frames: communities, networks, production and distribution, and population.	U7: Global Great Depression; The Global Story of the 1930s. U9: "International Institutions"; "The Rise of China". 1750 U1: "Production and Distribution in 1750". 1750 U9: "The Flower Industry in Colombia"; "Bangalore: City of High Tech"

Arizona Standards WHP Objectives Crosswalk
Geography

ARIZONA HIGH SCHOOL HISTORY AND SOCIAL SCIENCE STANDARDS	WORLD HISTORY PROJECT COURSE OBJECTIVES (CO#) AND LEARNING OBJECTIVES (1200 COURSE=U#-#) THAT SUPPORT ARIZONA SKILLS AND STANDARDS	RELEVANT WHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT ARIZONA SKILLS AND STANDARDS
GEOGRAPHY		
HS.G1.1 Use geographic data to explain and analyze relationships between locations of place and regions. • Key tools and representations such as maps, remotely sensed and other images, tables, and graphs	**CO5:** Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.	**U2-U8:** Geography - Mapping Part 1 and Part 2 activities. **U5:** Images of the Industrial Revolution. **U6:** "Responses to Industrial Imperialism". **1750 U1:** "European States and Empires"; "Americas in 1750". **1750 U7:** Contextualization – The Great Depression; "The Second World War"
HS.G1.2 Use geospatial tools and related technologies to construct relevant geographic data to explain spatial patterns and relationships. • Key tools and representations such as Google Earth, story mapping, wayfaring apps, and other geospatial technologies		Specific content related to the use of these tools can be added to fulfill this standard.
HS.G2.1 Analyze interactions within and between human and physical systems.	**CO4:** Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution. **CO5:** Use historical thinking skills and reasoning practices such as scale, comparison, causation, CCOT, sourcing, claim testing, and contextualization to understand and evaluate the historical narrative. **U3-3**: Use historical data to explore changes to global life expectancy.	**U3**: Data Exploration - Urbanization; "Transatlantic Migration Patterns"; Our Interconnected World; World Zone Cafe; "Columbian Exchange"; "The Effects of Global Interactions"; Geography - Unit 3 Mapping, Part 2. **U5:** Urbanization Game; When Countries Industrialized; "The Industrial Revolution"; *Railroads & the Industrial Revolution: CCWH* ; "The Global Transformations of the Industrial Revolution". **U6**: Data Exploration - Greenhouse Gas Emissions. **U7:** Our Interconnected World - World War I; "World War I - A Total War?". **U9**: "Population and Environmental Trends, 1880 to the Present"; "Is the World Flat or Spiky?"; Dollar Street; "The Anthropocene"
HS.G2.2 Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.	**U3-2.1**: Learn about the Columbian Exchange and evaluate the changes to communities, networks, and the environment that occurred because of this exchange. **U5-3**: Analyze how industrialization impacted people's lives in the long nineteenth century and how these impacts continue to affect our modern world. **U7-1**: Analyze the causes, scale, and consequences of global conflict in this era.	**U3**: *Unit 3 Overview Video* ; "Unit 3 Overview: Transoceanic Interconnections 1450 to 1750"; CCOT - The Global Tapestry to Transoceanic Interconnections; "Crops that Grew the World"; "The Columbian Exchange"; World Zone Café; *The Columbian Exchange: CCWH*. **U5:** Urbanization Game; "The Global Transformations of the Industrial Revolution". **U7:** "World War I: A Total War?"; "Nuclear Weapons"
HS.G2.3 Evaluate the impact of human settlement on the environment and culture of specific places and regions.	**U5-1**: Understand and evaluate the economic and technological changes that led to the Industrial Revolution and analyze how the Industrial Revolution created significant changes in human communities, networks, production and distribution, as well as its impact on the environment. **U9-5**: Analyze how globalization has impacted the environment.	**U3**: Data Exploration - Urbanization; "Transatlantic Migration Patterns"; Our Interconnected World; "Crops that Grew the World"; "The Effects of Global Interactions"; Geography - Unit 3 Mapping, Part 2. **U5:** Urbanization Game; "The Global Transformations of the Industrial Revolution". **U6**: Data Exploration - Greenhouse Gas Emissions. **U7:** Our Interconnected World - World War I. **U9**: "Population and Environmental Trends, 1880 to the Present"; "The Anthropocene"; Data Exploration: Future Population Growth"
HS.G2.4 Evaluate the use and sustainability of natural resources.	**CO4:** Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. **U9-1**: Assess how globalization both positively and negatively affects human communities, networks, and production and distribution.	**U9**: "The Trouble with Globalization"; "Is the World Flat or Spiky?"; *Indigenous Americans and Globalization;* Unit 9 Problem Notebook; UN Sustainable Development Goals; "Population Explosion and Environmental Trends: 1880 to the Present"; *Green Revolution; Drought and Famine: CCWH; Humans and Energy: CCWH* ; "Environmentalism"
HS.G3.1 Analyze the reciprocal nature of how historical events and the diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.	**CO4:** Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution.	**U3:** "The Columbian Exchange"; Causation - Migration; "Transatlantic Migration Patterns". **U5:** Urbanization Game; "Industrialization and Migration"; *Railroads & the Industrial Revolution: CCWH* . **1750 U1**: "Americas in 1750"

HS.G3.2 Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.	**U5-1:** Understand and evaluate the economic and technological changes that led to the Industrial Revolution and analyze how the Industrial Revolution created significant changes in human communities, networks, production and distribution, as well as its impact on the environment.	**U3**: Data Exploration: Urbanization. **U5:** Urbanization Game; "Industrialization and Migration"; "Rise of the Proletariat"; "Responses to Industrialization". **U8:** "Devastation of Old Markets". **1750 U7:** "Economics in the Second World War"
HS.G3.3 Evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses at local-to-global scales.	**CO4:** Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. **9.5-1:** Evaluate the impact of globalization on the environment.	**U9:** "Population and Environmental Trends, 1880 to the Present"
HS.G3.4 Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration settlement.	**CO5:** Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.	**U7:** "The Second World War"; "Nuclear Bombs". **1750 U8:** CCOT – World War II to the Cold War
HS.G3.5 Evaluate the impact of social, political, and economic decisions that have caused conflict or promoted cooperation throughout time.	**CO4:** Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. **U4-1:** Analyze how the roles of sovereignty, individualism, and the fight for equality influenced the political revolutions discussed in this unit.	**U4: "**Ingredients for Revolution"; "The Atlantic Revolutions". **U5: "**Japan's Industrial Revolution". **U6: "**1857 Indian Uprising"; "Struggle and Transformation in China". **U7: "**World War I: A Total War?"
HS.G4.1 Take an active stance on a geographic issue reflecting its scale (local, regional, state, national, or global)	**CO6:** Create and support arguments using historical evidence to communicate conclusions through individual or shared writing.	**U9:** UN Sustainable Development Goals; Dollar Street Project. **Origins E7:** Debate - Human Rights and Asylum
HS.G4.2 Analyze patterns of global power and influence in respect to trade, demographics, politics, and resource availability and use.	**U7-1**: Analyze the causes, scale, and consequences of global conflict in this era. **U9-1:** Assess how globalization both positively and negatively affects human communities, networks, and production and distribution.	**U7:** "Communism in the Soviet Union". **U8:** "End of Empire and the Cold War"; "The Cold War: An Overview"; "The Cold War Around the World". **U9: "**Introduction to Globalization"
HS.G4.3 Analyze patterns of interdependence.	**CO4:** Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution.	**U7: "**Global Great Depression"; "The Global Story of the 1930s". **U9: "**Introduction to Globalization"; *Globalization I - The Upside: CCWH* ; "Is the World Flat or Spiky?" **1750 U6**: "Capitalism and World War I"

Arizona Standards WHP Objectives Crosswalk
History

ARIZONA HIGH SCHOOL HISTORY AND SOCIAL SCIENCE STANDARDS	WORLD HISTORY PROJECT COURSE OBJECTIVES (CO#) AND LEARNING OBJECTIVES (1200 COURSE=U#-#) THAT SUPPORT ARIZONA SKILLS AND STANDARDS	RELEVANT WHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT ARIZONA SKILLS AND STANDARDS
HISTORY		
HS.H1.1 Explain the process of state-building, expansion, and dissolution.	**U3-2.1**: Examine early modern empires to understand how these communities were structured and how they interacted with others through networks of exchange.	**U3**: CCOT - Global Tapestry to Transoceanic Connections; Empire Building; "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"; "Survey of Transoceanic Empires"; *Comanche Empire.* **1750 U1**: "European States and Empires"
HS.H1.2 Explain and compare how social, cultural, and environmental factors influenced state-building, expansion, and dissolution.	**U3-2.1**: Examine early modern empires to understand how these communities were structured and how they interacted with others through networks of exchange. **U5-2**: Assess the role of global industrialization and nationalism in the creation of new empires and the rise of the nation-state.	**U3**: CCOT - Global Tapestry to Transoceanic Connections; Empire Building; "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"; "Survey of Transoceanic Empires"; *Comanche Empire.* **U5**: "The Global Transformation of the Industrial Revolution"; "Meiji Restoration". **U6**: "Unit 6 Overview: Empire and other Consequences of Industrialization 1850 to 1950"; "Industrial Imperialism, the 'New' Imperialism"; "Tools of Imperialism". **1750 U1**: "European States and Empires"
HS.H1.3 Evaluate the consequences that resulted from civilizational and cultural interactions.	**U3-1.2**: Learn about the Columbian Exchange and evaluate the changes to communities, networks, and the environment that occurred because of this exchange.	**U3**: "Crops that Grew the World"; "The Columbian Exchange"; "The Effects of Global Interactions"
HS.H1.4 Analyze the impact of cultural diffusion.	**CO4**: Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. **U3-1.2:** Learn about the Columbian Exchange and evaluate the changes to communities, networks, and the environment that occurred because of this exchange. **U6-3**: Examine the ways in which colonialism directly impacted societies, and how colonialism continues to do so today. **U9-2**: Evaluate how globalization has impacted inequality around the world.	**U3**: "Crops that Grew the World"; "The Columbian Exchange"; "The Effects of Global Interactions". **U6**: "Tools of Imperialism"; "Responses to Industrial Imperialism"; *Experiencing Colonialism: Through a Ghanaian Lens* ; *Asian Responses to Imperialism: CCWH* ; *Opium Wars.* **U9**: "Introduction to Globalization"; "Is the World Flat or Spiky?"; *Globalization I - The Upside: CCWH.* **1750 U9**: *Globalization II - Good or Bad?: CCWH*
HS.H1.5 Explain how religions and belief systems have affected the origins of societies.	**U2-4.1**: Investigate the role of world religions in the formation of communities and networks before 1450.	**U2**: "State and Religion in Afro-Eurasia"; *The Emergence of Islam.* **U3**: "Religious Syncretism in Colonial Mexico City". **Origins E3**: "Overview of Belief Systems"; "Confucianism"; "Daoism"; "Buddhism"; "Legalism"; *Christianity from Judaism to Constantine: CCWH* ; *Islam, the Quran, and the Five Pillars All Without a Flamewar: CCWH* ; "Judaism"; "Christianity;" "Hinduism"; "Islam"; "Syncretism"; *Cultural Syncretism in Central Asia*
HS.H1.6 Analyze the relationship among different regional, social, ethnic, and racial groups and explain how these groups' experiences have related to national identities.	**CO4:** Analyze the narrative of history from a variety of 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.	**U4**: "The World Revolution of 1848"; "Ethnic Nationalism". **U7**: "The Power of One: The Russian Revolution"; "Fascist Histories, Part I". **U8**: "Devastation of Old Markets"; "Apartheid". **1750 U7**: "Fascism in Germany"; "Fascism in Italy".
HS.H1.7 Analyze how technological innovation and trade has affected economic development and transformed societies.	**U5-1**: Understand and evaluate the economic and technological changes that led to the Industrial Revolution and analyze how the Industrial Revolution created significant changes in human communities, networks, production and distribution, as well as its impact on the environment.	**U3**: "Unit 3 Overview: Transoceanic Connections 1450 to 1750"; "The Effects of Global Interactions"; "Overview of New Economic Systems". **U5**: "The Industrial Revolution". **U9**: "Introduction to Globalization"; "Is the World Flat or Spiky?" **Origins E5**: "Technology in the Age of Exploration". **1750 U1**: "Production and Distribution in 1750"
HS.H2.1 Explain multiple causes of conflict.	**CO5**: Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative. **U4-1**: Analyze how the roles of sovereignty, individualism, and the fight for equality influenced the political revolutions discussed in this unit.	**U4**: "Ingredients for Revolution"; "The Atlantic Revolutions"; "The World Revolution of 1848". **U5**: "Japan's Industrial Revolution". **U6**: Causation – Indian Uprising. **U7**: "What Caused the First World War?"; "The Second World War". **1750 U2**: "Economic and Material Causes of Revolt"

HS.H2.2 Analyze approaches to conflict management and resolution.	**CO5:** Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative. **U7-5**: Evaluate why internationalism failed to prevent the rise of fascism and the Second World War.	**U4:** "The Atlantic Revolutions". **U6:** "Struggle and Transformation in China". **U7:** World War I Peace Talks. **U9:** "International Institutions"; **"**Universal Rights"; "Why Does Genocide Still Happen?" **1750 U6:** "Capitalism and World War I"
HS.H2.3 Evaluate the short- and long-term impacts of conflicts and their resolutions.	**CO5:** Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative. **U7-5**: Evaluate why internationalism failed to prevent the rise of fascism and the Second World War.	**U4:** "The Atlantic Revolutions"; "The World Revolution of 1848"; "Ethnic Nationalism". **U5: "**Japan's Industrial Revolution". **U6:** Causation – Indian Uprising. **U7:** "A Lost Generation"; "The Second World War"; "Nuclear Weapons". **U8:** "Devastation of Old Markets"; "Collapse of Communism". **1750 U2:** "Economic and Material Causes of Revolt". **1750 U7:** "Capitalism and World War I"
HS.H2.4 Compare causes and effects of isolationism and globalism.	**CO4:** Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. **U9-1:** Assess how globalization both positively and negatively affects human communities, networks, and production and distribution.	**U9:** *Globalization I – The Upside: CCWH* ; "Introduction to Globalization"; "Is the World Flat or Spiky?"; Dollar Street Project; "Population and Environmental Trends, 1880 to the Present". **1750 U9:** *Globalization II – Good or Bad?: CCWH*
HS.H3.1 Analyze how societies, leaders, institutions, and organizations respond to societal needs and changes.	**U4-1:** Analyze how the roles of sovereignty, individualism, and the fight for equality influenced the political revolutions discussed in this unit. **U5-5:** Evaluate why people's perceptions of labor, women's rights, and human rights changed during this era.	**U4:** "The World Revolution of 1848"; "Ethnic Nationalism". **U5: "**Rise of the Proletariat"; "Responses to Industrialization"; "A World Tour of Women's Suffrage". **U7:** "The Power of One: The Russian Revolution"; "Global Great Depression". **U9: "**Universal Rights"; "Why Does Genocide Still Happen?" **1750 U2:** "Economic and Material Causes of Revolt"
HS.H3.2 Analyze how ideologies, religion, and belief systems have influenced economic, political, and social institutions over time.	**U4-1:** Analyze how the roles of sovereignty, individualism, and the fight for equality influenced political revolutions of this era. **U7-3.3:** Analyze multiple perspectives to understand and evaluate the rise of fascism and authoritarianism in different regions of the world.	**U4:** "The World Revolution of 1848"; "Ethnic Nationalism". **U7: "**Fascist Histories, Part I"; "Communism in the Soviet Union". **1750 U2:** "Economic and Material Causes of Revolt". **1750 U7:** "Fascist Histories, Part II: Exercising Authoritarianism"; "Fascism in Germany"; "Fascism in Italy"
HS.H3.3 Compare the ways in which economic philosophies influenced political, economic, and social developments.	**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. **U3-3.2:** Evaluate capitalism as a new economic system that fueled colonization and the slave trade.	**U3: "**Overview of New Economic Systems". **U5:** "Rise of the Proletariat"; "Responses to Industrialization". **U7:** "Global Great Depression"; "Communism in the Soviet Union." **1750 U1:** Primary Sources: Europe and China in 1750.
HS.H3.4 Evaluate how societies have balanced individual freedoms, responsibilities, and human dignity versus the common good.	**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.	**U3:** "Transatlantic Migration Patterns"; "Race and Coerced Labor Part I: How Did People Become Property in the Americas?" **U4: "**Sovereignty". **U6:** "Colonial Violence". **U9** Comparison – Rights Documents; "Universal Rights"
HS.H3.5 Explain how different labor systems developed and affected societies over time.	**CO4:** Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. **U5-3.1:** Learn about the rise of the proletariat and the impact of new economic theories.	**U3:** "Overview of New Economic Systems". **U5:** "Rise of the Proletariat"; "Responses to Industrialization"
HS.H4.1 Examine how historically marginalized groups have affected change on political and social institutions.	**CO5:** Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative. **U5-5:** Evaluate why people's perceptions of labor, women's rights, and human rights changed during this era.	**U4:** Revolutionary Women**. U5:** "A World Tour of Women's Suffrage". **U8:** "Apartheid"; Comparison – Decolonizing Women; "Decolonizing Women"; "Civil Rights and Global Liberation". **U9**: "Movements to End Racial Injustice: From Civil Rights to Black Lives Matter"

HS.H4.2 Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions.	**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.	**U4:** "The Enlightenment"; Enlightenment Quotes; *Diderot's 1750 Encyclopedia* ; "Origins and Impacts of Nationalism". **U5:** Urbanization Game; "The Scientific Revolution"; Images of the Industrial Revolution; "A World Tour of Women's Suffrage"; "Changing Gender Roles"; Claim Testing - Social Class and Gender. **1750 U1**: Primary Sources: Europe and China in 1750; "European States and Empires". **1750 U3 Other Materials:** "Innovations and Innovators of the Industrial Revolution". **1750 U7 Other Materials:** "Art and the World Wars". **Origins E5 Other Materials:** "Technology in the Age of Exploration"
HS.H4.3 Examine how access to information and technology has been used to influence society.	**U5-1:** Understand and evaluate the economic and technological changes that led to the Industrial Revolution and analyze how the Industrial Revolution created significant changes in human communities, networks, production and distribution, as well as its impact on the environment. **U9-1:** Assess how globalization both positively and negatively affects human communities, networks, and production and distribution.	**U3:** "Overview of New Economic Systems". **U4:** "The Enlightenment". **U5:** "The Industrial Revolution"; "The Global Transformations of the Industrial Revolution"; "Meiji Restoration". **U7:** "World War I: A Total War?" **U9:** "Unit 9 Overview: Globalization, 1900-Present"; "Introduction to Globalization"; "Is the World Flat or Spiky?"; "Universal Rights"; "Our Networks Today". **1750 U1**: "European States and Empires"
HS.H4.4 Examine how a diverse society can be a force for unity and/or disunity.	**CO4:** Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. **U4-2:** Assess the role of nationalism in the creation of new empires and the rise of the nation-state.	**U3:** "Religious Syncretism in Colonial Mexico City"; "A Sublime Empire: Ottoman Rule on Land and Sea"; "Mughal Empire". **U4:** "Ethnic Nationalism"; *Nationalism* . **U8:** "Apartheid". **U9:** "Why Does Genocide Still Happen?" **1750 U1**: "Americas in 1750"