



# WHP AND GEORGIA'S STANDARDS OF EXCELLENCE FOR SOCIAL STUDIES



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## Georgia WHP Executive Summary

The World History Project (WHP) curriculum provides an opportunity for Georgia'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 the Georgia Standards of Excellence (GSE) 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 the Byzantine Empire, Protestant Reformation, and historical contributions of specific individuals. WHP includes three chronological courses: Origins to the Present, 1200 to the Present, and 1750 to the Present. Georgia's world history course begins with ancient civilizations; therefore, the Origins course is recommended. However, there are a multitude of assets that can be used in the 1200 and 1750 courses to fulfill specific standards. The accompanying crosswalk provides examples of aligned materials from these courses.

## WHP and Georgia's Standards of Excellence 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While completing the WHP curriculum, students will learn historical content through various frames and will develop and apply their inquiry skills.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 the GSE objectives such as: **SSWH16**: "Analyze the rise of nationalism and worldwide imperialism" and **SSWH21**: "Examine change and continuity in the world since the 1960s." 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 interactions among classical civilizations, analysis of the age of revolutions, and the impact of global conflicts, which are all aligned to Georgia's content expectations for world history. Additional information on the frames and scales can be found in the WHP Course Guide.

In Georgia's world history course, there is an emphasis on 3500 BCE to the present day. Specifically, Georgia's standards document states that their high school students should "begin with a study of the earliest civilizations worldwide and continue to examine major events and themes in world history." These course expectations are found throughout the WHP Course. For example, in the Origins course, students study the positive and negative impacts of globalization on human society and the environment. Students examine the economic impacts of globalization, the role of international organizations, environmental issues, and modern political dynamics. This aligns well with **SSWH22**: "Analyze globalization in the contemporary world."

The GSE also include a strong skills component, for which WHP is particularly applicable. In addition to content standards, Georgia has standards for Map and Globe Skills, Information Processing Skills, and Reading and Writing Standards for Literacy.

These standards require students to analyze and evaluate primary and secondary sources, make comparisons, determine causation, make inferences, draw conclusions from visuals, and create evidence-based arguments. These skills are foundational to the WHP curriculum; historical reasoning is central in every unit of the Origins course. WHP contains multiple instances of this kind of alignment and is thus an excellent fit for meeting Georgia's high school world history course expectations.

## WHP and the C3 Framework

Georgia's Standards of Excellence 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 the criteria for 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 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 Georgia's students to meet a majority of its state standards and develop ways of thinking, reading, and writing. WHP will reinforce the inquiry skills and the content and knowledge that is expected from Georgia's high school world history course.

## Georgia Standards WHP Objectives Crosswalk

Georgia Standards of Excellence: World History	World History Project course objectives (CO) and learning objectives (1750 Course = U#-#, Origins Course =E#-#) that support Georgia Standards of Excellence	Relevant WHP Lessons, Activities, and Resources that Support Georgia Skills and Standards
<b>SSWH1 Analyze the origins, structures, and interactions of societies in the ancient world from 3500 BCE/BC to 500 BCE/BC.</b>		
a. Compare and contrast Mesopotamian and Egyptian societies, include: religion, culture, economics, politics, and technology.	<b>E3-3:</b> Apply historical thinking practices and reasoning skills such as claim testing, causation, comparison, continuity and change over time (CCOT), and periodization to evaluate these historical events and processes. <b>E3-4:</b> Understand and critique the common characteristics of societies such as social hierarchies, specialization of labor, farming, taxes, writing, and cities.	<b>Origins E3:</b> "Introduction to Agrarian Societies"; <i>Mesopotamia: CCWH</i> ; Contextualization - Agrarian Societies; "Egypt and Nubia"; "First States"; "What Is an Empire?"; "Authority and Control in Ancient Empires"; "The Rise of Empires: Akkadians and Assyrians"; Empire Building; "The Persian Empire"; "The Macedonian Empire"; "The Ptolemaic Dynasty".
b. Describe the societies of India and China, include: religion, culture, economics, politics, and technology.	<b>E3-1:</b> Understand, evaluate, and analyze why certain human communities began to organize into more complex societies, states, and empires. <b>E3-3:</b> Apply historical thinking practices and reasoning skills such as claim testing, causation, comparison, continuity and change over time (CCOT), and periodization to evaluate these historical events and processes. <b>E3-4:</b> Understand and critique the common characteristics of societies such as social hierarchies, specialization of labor, farming, taxes, writing, and cities.	<b>Origins E3:</b> "Introduction to Agrarian Societies"; Contextualization - Agrarian Societies; "China - Shang Dynasty"; "Indus River Valley"; "First States"; "What Is an Empire?"; "Authority and Control in Ancient Empires"; Empire Building; "The Mauryan and Gupta Empires"; "The Zhou and Qin Empires"; "Introducing the Han Dynasty".
c. Explain the development of monotheism, include: the concepts developed by the ancient Hebrews.	<b>CO3:</b> Use primary and secondary sources from multiple perspectives of gender, race, and socioeconomic status, or hierarchies to gain a deeper understanding of human history; <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>E3-3:</b> Explain and interpret the spread of shared belief systems and how these beliefs shaped the formation of societies; <b>E4-4:</b> Understand the formation and spread of Islam and how this belief system influenced communities and networks.	<b>Origins E3:</b> Belief vs. Religion; "Overview of Belief Systems"; "Judaism"; "Christianity"; "Islam"; Comparing Belief Systems; <i>Christianity from Judaism to Constantine: CCWH</i> ; <i>Islam, the Quran, and the Five Pillars Without a Flame: CCWH</i> ; "Syncretism"; Cultural Syncretism in Central Asia. <b>Origins E4:</b> "The Caliphate"; "Networks and Exchange in the Islamic World"; The Emergence of Islam.
d. Identify the Bantu migration patterns and contribution to settled agriculture.	<b>E4-2:</b> Understand and analyze why networks of interaction both increased and decreased during this era.	<b>Origins E4:</b> "The Spread of Farming in Sub-Saharan Africa: The Bantu Migration"
e. Explain the rise of the Olmecs.	<b>E3-3:</b> Apply historical thinking practices and reasoning skills such as claim testing, causation, comparison, continuity and change over time (CCOT), and periodization to evaluate these historical events and processes. <b>E3-4:</b> Understand and critique the common characteristics of societies such as social hierarchies, specialization of labor, farming, taxes, writing, and cities.	<b>Origins E3:</b> "Olmec and Chavin de Huantar"; Contextualization - Agrarian Societies
<b>SSWH2 Identify the major achievements of Chinese and Indian societies to 500 CE/AD.</b>		
a. Describe the development of Indian civilization, include: the rise and fall of the Maurya and Gupta Empires.	<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>E3-1:</b> Understand, evaluate, and analyze why certain human communities began to organize into more complex societies, states, and empires. <b>E3-4:</b> Understand and critique the common characteristics of societies such as social hierarchies, specialization of labor, farming, taxes, writing, and cities.	<b>Origins E3:</b> "Indus River Valley"; "The Mauryan and Gupta Empires"; Empire Building; CCOT - Empires; "What is an Empire?"; Causation - Autopsy of an Empire.
b. Describe the development of Chinese civilization under Zhou, Qin, and Han.	<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>E3-1:</b> Understand, evaluate, and analyze why certain human communities began to organize into more complex societies, states, and empires. <b>E3-4:</b> Understand and critique the common characteristics of societies such as social hierarchies, specialization of labor, farming, taxes, writing, and cities.	<b>Origins E3:</b> "Confucianism"; "Daoism"; "Buddhism"; "Legalism"; "Why do Belief Systems Spread? How China Made Buddhism its Own"; "What is an Empire?"; "Authority and Control in Ancient Empires"; "Zhou and Qin Empires"; CCOT - Empires; "What is an Empire?"; "Han Dynasty China"; <i>2000 Years of Chinese History! The Mandate of Heaven and Confucius: CCWH</i> ; Causation - Autopsy of an Empire; <i>Comparative Roles of Women in Rome and Han China</i> .
c. Explain the development and impact of Hinduism and Buddhism on India, and Confucianism on China.	<b>CO3:</b> Use primary and secondary sources from multiple perspectives of gender, race, and socioeconomic status, or hierarchies to gain a deeper understanding of human history; <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>E3-3:</b> Explain and interpret the spread of shared belief systems and how these beliefs shaped the formation of societies.	<b>Origins E3:</b> Belief vs. Religion; "Overview of Belief Systems"; "Confucianism"; "Buddhism"; "Hinduism"; Comparing Belief Systems; "Syncretism"; <i>Cultural Syncretism in Central Asia</i> ; Geography - Era 3 Mapping Part 2.
d. Explain how geography contributed to the movement of people and ideas, include: Silk Roads and Indian Ocean Trade.	<b>E4-2:</b> Understand and analyze why networks of interaction both increased and decreased during this era. <b>E4-3:</b> Evaluate how new innovations in technology and transportation affected trade networks and human communities.	<b>Origins E3:</b> Geography - Era 3 Mapping Part 1; Era 3 Mapping Part 2. <b>Origins E4:</b> <i>Rebuilding the Silk Road</i> ; "The Silk Road"; Silk Road Simulation. <b>1200 U2:</b> <i>Silk and the Song Dynasty</i> ; "Indian Ocean Routes".
<b>SSWH3 Examine the political, philosophical, and cultural interaction of Classical Mediterranean societies from 700 BCE/BC to 400 CE/AD.</b>		
a. Compare the origins and structure of the Greek polis, the Roman Republic, and the Roman Empire.	<b>CO5:</b> Use historical thinking practices and reasoning skills such as claim testing, causation, historical comparison, contextualization, sourcing, and continuity and change over time to evaluate these historical events and processes.	<b>Origins E3:</b> "Authority and Control in Ancient Empires"; <i>The Persians and the Greeks: CCWH</i> ; CCOT - Empires; <i>The Roman Empire. Or Republic. Or... What Was It? CCWH</i> ; "The Roman Empire"; Sourcing - The Deeds of Divine Augustus; "The Macedonian Empire"; "The Ptolemaic Dynasty"; "Greco-Roman"; "Women and Families in Classical Society"; <i>Comparative Roles of Women in Rome and Han China</i> . <b>Origins E4:</b> "The Dark Ages Debate."

b. Identify the ideas and impact of important individuals, include: Socrates, Plato, Aristotle, Alexander the Great, Julius Caesar, and Augustus Caesar.	<b>CO3:</b> Use primary and secondary sources from multiple perspectives of gender, race, and socioeconomic status, or hierarchies to gain a deeper understanding of human history; <b>Origins E4-5:</b> Use historical thinking practices and reasoning skills such as claim testing, causation, historical comparison, contextualization, sourcing, and continuity and change over time to evaluate these historical events and processes.	<b>Origins E3:</b> "Authority and Control in Ancient Empires"; <i>The Persians and the Greeks: CCWH</i> ; <i>CCOT - Empires; The Roman Empire. Or Republic. Or...What Was It? CCWH</i> ; "The Roman Empire"; Sourcing - The Deeds of Divine Augustus; "The Macedonian Empire"; "The Ptolemaic Dynasty"; "Greco-Roman".
c. Analyze the impact of Greek and Roman culture, politics, and technology.	<b>CO5:</b> Use historical thinking practices and reasoning skills such as claim testing, causation, historical comparison, contextualization, sourcing, and continuity and change over time to evaluate these historical events and processes.	<b>Origins E3:</b> "Authority and Control in Ancient Empires"; <i>The Persians and the Greeks: CCWH</i> ; <i>CCOT - Empires; The Roman Empire. Or Republic. Or...What Was It? CCWH</i> ; "The Roman Empire"; Sourcing - The Deeds of Divine Augustus; "The Macedonian Empire"; "The Ptolemaic Dynasty"; "Greco-Roman". <b>Origins E4:</b> "The Dark Ages Debate."
d. Describe polytheism in the Greek and Roman world.	<b>CO5:</b> Use historical thinking practices and reasoning skills such as claim testing, causation, historical comparison, contextualization, sourcing, and continuity and change over time to evaluate these historical events and processes.	<b>Origins E3:</b> <i>The Persians and the Greeks: CCWH</i> ; <i>The Roman Empire. Or Republic. Or...What Was It? CCWH</i> ; "The Roman Empire"; "The Ptolemaic Dynasty"; "Greco-Roman".
e. Explain the origins and diffusion of Christianity in the Roman world.	<b>E3-3:</b> Explain and interpret the spread of shared belief systems and how these beliefs shaped the formation of societies.	<b>Origins E3:</b> "Christianity"; <i>Christianity from Judaism to Constantine: CCWH</i> ; "Greco-Roman"; Geography - Era 3 Mapping Part 2.
f. Analyze the factors that led to the collapse of the Western Roman Empire.	<b>E4-1:</b> Evaluate and critique the historical narrative of the rise and fall of societies. <b>E4-6:</b> Critique the narrative of the "Dark Ages" by analyzing and using evidence from multiple sources to support historical thinking.	<b>Origins E3:</b> <i>The Roman Empire. Or Republic. Or...What Was It? CCWH</i> ; "The Roman Empire". <b>Origins E4:</b> "Era 4 Overview - Collapse and Restructuring"; <i>Era 4 Overview Video</i> ; "The Fall of Rome"; "Christendom"; "The Dark Ages Debate"; "Was There Ever a 'Dark Age'?"
<b>SSWH4 Analyze impact of the Byzantine and Mongol empires.</b>		
a. Describe the relationship between the Roman and Byzantine Empires, include: the importance of Justinian and Empress Theodora.	<b>E4-6:</b> Critique the narrative of the "Dark Ages" by analyzing and using evidence from multiple sources to support historical thinking.	<b>Origins E4:</b> "Era 4 Overview - Collapse and Restructuring"; <i>Era 4 Overview Video</i> ; "The Fall of Rome"; "Christendom"; "The Dark Ages Debate"; "Was There Ever a 'Dark Age'?"
b. Analyze the impact Byzantium had on Kiev, Moscow, and the Russian Empire.		<b>1200 U3:</b> "From Muscovy to the Russian Empire"
c. Explain the Great Schism (East-West Schism) of 1054 CE/AD.	<b>E4-5:</b> Use historical thinking practices and reasoning skills such as claim testing, causation, historical comparison, contextualization, sourcing, and continuity and change over time to evaluate these historical events and processes.	<b>Origins E4:</b> "Christendom"
d. Explain the decline of Byzantium and the impact of the fall of Constantinople in 1453 CE/AD.	<b>CO5:</b> Use historical thinking practices and reasoning skills such as claim testing, causation, historical comparison, contextualization, sourcing, and continuity and change over time to evaluate these historical events and processes.	<b>1200 U3:</b> "A Sublime Empire: Ottoman Rule on Land and Sea"
e. Describe the impact of the Mongols on Russia, China, and the Middle East, include: the role of Chinggis (Genghis) Khan in developing the Mongol Empire.	<b>E4-1:</b> Understand and evaluate the formation of regional and global networks of interaction. <b>E5-2:</b> Analyze how global interconnections impacted political systems, trade networks, and the biosphere/environment.	<b>Origins E5:</b> <i>Era 5 Overview Video</i> ; "Era 5 Overview - The First Global Age"; "Reactions to the Black Death"; "Trade Networks and the Black Death"; <i>Wait for it...the Mongols: CCWH</i> ; Sorqoqtani Beki (Graphic Biography); "Sources of Mongol History"; Contextualization - Mongols and Comanche Empires. <b>1200 U2:</b> "Written in the Stars: Secrets of the Mongol Empire". <b>1200 U3:</b> "From Muscovy to the Russian Empire"
<b>SSWH5 Examine the political, economic, and cultural interactions within the Medieval Mediterranean World between 600 CE/AD and 1300 CE/AD.</b>		
a. Analyze the origins of Islam and the growth of the Islamic Empire.	<b>CO2:</b> Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives. <b>E4-4:</b> Understand the formation and spread of Islam and how this belief system influenced communities and networks.	<b>Origins E3:</b> <i>Islam, the Quran, and the Five Pillars All Without a Flamewar: CCWH</i> ; "Islam". <b>Origins E4:</b> "The Caliphate"; "Networks and Exchange in the Islamic World"; Claim Testing - The Muslim World; Contextualization - Mansa Musa; "States and Empires of West Africa"; <i>Mansa Musa and Islam in Africa: CCWH</i> ; <i>Impact of the Crusades</i> . <b>Origins E5:</b> Rashid al-Din (Graphic Biography); Rumi (Graphic Biography); <i>International Commerce, Snorkeling Camels, and the Indian Ocean Trade: CCWH</i> . <b>1200 U2:</b> <i>The Emergence of Islam</i>
b. Understand the reasons for the split between Sunni and Shi'a Muslims.	<b>E4-4:</b> Understand the formation and spread of Islam and how this belief system influenced communities and networks.	<b>Origins E3:</b> <i>Islam, the Quran, and the Five Pillars All Without a Flamewar: CCWH</i> ; "Islam". <b>Origins E4:</b> "Networks and Exchange in the Islamic World"; Claim Testing - The Muslim World. <b>1200 U2:</b> "World Religions Prior to 1450"
c. Assess the economic impact of Muslim trade routes to India, China, Europe and Africa.	<b>CO2:</b> Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives. <b>E4-4:</b> Understand the formation and spread of Islam and how this belief system influenced communities and networks.	<b>Origins E3:</b> <i>Islam, the Quran, and the Five Pillars All Without a Flamewar: CCWH</i> ; "Islam". <b>Origins E4:</b> "The Caliphate"; "Networks and Exchange in the Islamic World"; Claim Testing - The Muslim World; Contextualization - Mansa Musa; "States and Empires of West Africa"; <i>Mansa Musa and Islam in Africa: CCWH</i> . <b>Origins E5:</b> Rumi (Graphic Biography); <i>International Commerce, Snorkeling Camels, and the Indian Ocean Trade: CCWH</i> . <b>1200 U2:</b> Geography: Unit 2 Mapping Part 1; Geography: Unit 2 Mapping Part 2; "Trans-Saharan Trade Routes"; "Indian Ocean Trade Routes"; Zheng He (Graphic Biography); Making Claims - Expanding Networks
d. Identify the contributions of Islamic scholars in science, math, and geography	<b>CO2:</b> Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives. <b>E4-4:</b> Understand the formation and spread of Islam and how this belief system influenced communities and networks.	<b>Origins E3:</b> <i>Islam, the Quran, and the Five Pillars All Without a Flamewar: CCWH</i> . <b>Origins E4:</b> "Networks and Exchange in the Islamic World"; Claim Testing - The Muslim World. <b>Origins E5:</b> Rashid al-Din (Graphic Biography); Rumi (Graphic Biography); <i>International Commerce, Snorkeling Camels, and the Indian Ocean Trade: CCWH</i> . <b>See also BHP's Islamic scholars articles in Units 2, 3, 4, and 8.</b>

e. Analyze the relationship between Judaism, Christianity, and Islam.	<b>CO3:</b> Use primary and secondary sources from multiple perspectives of gender, race, and socioeconomic status, or hierarchies to gain a deeper understanding of human history; <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>E3-3:</b> Explain and interpret the spread of shared belief systems and how these beliefs shaped the formation of societies; <b>E4-4:</b> Understand the formation and spread of Islam and how this belief system influenced communities and networks.	<b>Origins E3:</b> Belief vs. Religion; "Overview of Belief Systems"; "Judaism"; "Christianity"; "Islam"; Comparing Belief Systems; <i>Christianity from Judaism to Constantine: CCWH</i> ; <i>Islam, the Quran, and the Five Pillars Without a Flame: CCWH</i> . <b>Origins E4:</b> "The Caliphate". <b>1200 U2:</b> <i>The Emergence of Islam</i> . <b>1200 U2:</b> "World Religions Prior to 1450"
<b>SSWH6 Describe the diverse characteristics of early African societies before 1500 CE/AD.</b>		
a. Describe the development and decline of the Sudanic kingdoms (Ghana, Mali, Songhai); include the roles of Sundiata, and the pilgrimage of Mansa Musa to Mecca.	<b>E4-1:</b> Evaluate and critique the historical narrative of the rise and fall of societies. <b>E4-2:</b> Understand and analyze why networks of interaction both increased and decreased during this era. <b>E4-3:</b> Evaluate how new innovations in technology and transportation affected trade networks and human communities. <b>E4-4:</b> Understand the formation and spread of Islam and how this belief system influenced communities and networks. <b>E4-5:</b> Use historical thinking practices and reasoning skills such as claim testing, causation, historical comparison, contextualization, sourcing, and continuity and change over time to evaluate these historical events and processes.	<b>Origins E4:</b> Contextualization - Mansa Musa; "States and Empires of West Africa"; <i>Mansa Musa and Islam in Africa: CCWH</i> . <b>1200 U2:</b> "Trans-Saharan Routes". <b>1200 U2:</b> "Communities in Afro-Eurasia"
b. Describe the trading networks and distribution of resources by examining trans-Saharan trade in gold, salt, and slaves; include the Swahili trading cities.	<b>E4-2:</b> Understand and analyze why networks of interaction both increased and decreased during this era. <b>E4-3:</b> Evaluate how new innovations in technology and transportation affected trade networks and human communities.	<b>Origins E4:</b> Contextualization - Mansa Musa; "States and Empires of West Africa"; <i>Mansa Musa and Islam in Africa: CCWH</i> . <b>Origins E5:</b> <i>International Commerce, Snorkeling Camels, and the Indian Ocean Trade: CCWH</i> . <b>1200 U2:</b> "Trans-Saharan Routes"; "Indian Ocean Trade Routes"
c. Understand the blending of traditional African beliefs with new ideas from Islam and Christianity and their impact on early African societies.	<b>E4-2:</b> Understand and analyze why networks of interaction both increased and decreased during this era.	<b>Origins E4:</b> "States and Empires of West Africa". <b>1200 U2:</b> "State and Religion in Afro-Eurasia, c. 1200-1450". <b>1200 U2:</b> "World Religions Prior to 1450"
<b>SSWH7 Analyze European medieval society with regard to culture, politics, society, and economics.</b>		
a. Explain the manorial system and feudal relationships, include: the status of peasants and feudal monarchies and the importance of Charlemagne.	<b>E4-6:</b> Critique the narrative of the "Dark Ages" by analyzing and using evidence from multiple sources to support historical thinking.	<b>Origins E4:</b> "Era 4 Overview - Collapse and Restructuring"; Era 4 Overview Video; "Christendom"; "The Dark Ages Debate"; "Was There Ever a 'Dark Age'?"
b. Explain the political impact of Christianity and the role of the church in medieval society.	<b>E4-5:</b> Use historical thinking practices and reasoning skills such as claim testing, causation, historical comparison, contextualization, sourcing, and continuity and change over time to evaluate these historical events and processes. <b>E4-6:</b> Critique the narrative of the "Dark Ages" by analyzing and using evidence from multiple sources to support historical thinking.	<b>Origins E4:</b> "Christendom"; "The Dark Ages Debate". <b>1200 U2:</b> "State and Religion in Afro-Eurasia". <b>AP U3:</b> "Europe: Exception or Variety?"
c. Describe how increasing trade led to the growth of towns and cities, include: the impact of the Bubonic Plague.	<b>E5-1:</b> Understand and evaluate the formation of regional and global networks of interaction. <b>E5-2:</b> Analyze how global interconnections impacted political systems, trade networks, and the biosphere/environment.	<b>Origins E4:</b> <i>Rebuilding the Silk Road</i> ; "The Silk Road". <b>Origins E5:</b> "Archipelago of Trade"; Contagion!; "Trade Networks and the Black Death"; "Reactions to the Black Death"; <i>Disease!: CCWH</i> .
d. Describe the causes and impact of the Crusades on the Islamic World and Europe.	<b>E4-4:</b> Understand the formation and spread of Islam and how this belief system influenced communities and networks. <b>E4-5:</b> Use historical thinking practices and reasoning skills such as claim testing, causation, historical comparison, contextualization, sourcing, and continuity and change over time to evaluate these historical events and processes.	<b>Origins E4:</b> "Christendom"; <i>Impact of the Crusades</i> .
<b>SSWH8 Describe the diverse characteristics of societies in Central and South America.</b>		
a. Explain the rise and fall of the Mayan, Aztec, and Inca Empires.	<b>CO3:</b> Use primary and secondary sources from multiple perspectives of gender, race, and socioeconomic status, or hierarchies to gain a deeper understanding of human history. <b>Origins E4-1:</b> Evaluate and critique the historical narrative of the rise and fall of societies.	<b>Origins E4:</b> "Cycles of Collapse in Mesoamerica"; "Long-distance Trade in the Americas"; The Xalla Sculpture of Teotihuacan (Graphic Biography)"; <b>Origins E-5:</b> "New World Networks, 1200-1490"; <i>Pre-Colonial Caribbean</i> ; <i>Inca Empire</i> ; <i>Aztec Empire</i> ; <b>1750 U9:</b> <i>Water and Classical Civilizations: CCWH</i> . <b>1200 U2:</b> "The Americas 1200-1450"; Macuilxichitl (Graphic Biography)
b. Compare and contrast the Mayan, Aztec, and Incan societies, include: religion, culture, economics, politics, and technology.	<b>E4-1:</b> Evaluate and critique the historical narrative of the rise and fall of societies. <b>E4-5:</b> Use historical thinking practices and reasoning skills such as claim testing, causation, historical comparison, contextualization, sourcing, and continuity and change over time to evaluate these historical events and processes.	<b>Origins E4:</b> "Cycles of Collapse in Mesoamerica"; "Long-distance Trade in the Americas"; The Xalla Sculpture of Teotihuacan (Graphic Biography)"; <b>Origins E-5:</b> "New World Networks, 1200-1490"; <i>Pre-Colonial Caribbean</i> ; <i>Inca Empire</i> ; <i>Aztec Empire</i> ; <b>1750 U9:</b> <i>Water and Classical Civilizations: CCWH</i> . <b>1200 U2:</b> "The Americas 1200-1450"; Macuilxichitl (Graphic Biography)
<b>SSWH9 Analyze change and continuity in the Renaissance and Reformation</b>		
a. Explain the social, economic, and political changes that contributed to the rise of Florence.	<b>E5-5:</b> Use historical thinking practices and reasoning skills such as contextualization, sourcing, and continuity and change over time to evaluate these historical events and processes.	<b>Origins E5:</b> "The Renaissance".
b. Identify artistic and scientific achievements of the Renaissance.	<b>E5-5:</b> Use historical thinking practices and reasoning skills such as contextualization, sourcing, and continuity and change over time to evaluate these historical events and processes.	<b>Origins E5:</b> "The Renaissance".
c. Explain the main characteristics of humanism.		<b>Origins E5:</b> "The Renaissance".
d. Explain the importance of Gutenberg and the invention of the printing press.	<b>E5-5:</b> Use historical thinking practices and reasoning skills such as contextualization, sourcing, and continuity and change over time to evaluate these historical events and processes.	<b>Origins E5:</b> "The Renaissance".

e. Analyze the impact of the Protestant Reformation, include: the ideas of Martin Luther and John Calvin.	<b>CO2:</b> Apply evidence from sources using multiple perspective sand scales to evaluate (support, extend, or challenge) different narratives.	<b>AP U3:</b> "Transformations in Eurasian Belief Systems".
f. Describe the English Reformation, include: the role of Henry VIII and Elizabeth I.	<b>CO2:</b> Apply evidence from sources using multiple perspective sand scales to evaluate (support, extend, or challenge) different narratives.	<b>AP U3:</b> "Transformations in Eurasian Belief Systems".
g. Describe the Counter Reformation at the Council of Trent and the role of the Jesuits.	<b>CO2:</b> Apply evidence from sources using multiple perspective sand scales to evaluate (support, extend, or challenge) different narratives.	<b>AP U3:</b> "Transformations in Eurasian Belief Systems".
<b>SSWH10 Analyze the causes and effects of exploration and expansion into the Americas, Africa, and Asia.</b>		
a. Explain the roles of explorers and conquistadors.	<b>CO4:</b> Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution. <b>E4-2:</b> Understand and analyze why networks of interaction both increased and decreased during this era. <b>E5-1:</b> Understand and evaluate the formation of regional and global networks of interaction.	<b>Origins E5:</b> Zheng He (Graphic Biography); "Religious Syncretism in Colonial Mexico City"; Sourcing - Spanish Conquest of the Aztec Empire; <i>The Spanish Empire, Silver, &amp; Runaway Inflation: CCWH</i> ; <i>Capitalism and the Dutch East India Company: CCWH</i> ; "Technology in the Age of Exploration"
b. Analyze the global, economic, and cultural impact of the Columbian Exchange.	<b>E5-1:</b> Understand and evaluate the formation of regional and global networks of interaction. <b>E5-2:</b> Analyze how global interconnections impacted political systems, trade networks, and the biosphere/ environment. <b>E5-4:</b> Understand and critique the role of capitalism on the Columbian Exchange and transatlantic slave trade. <b>E5-6:</b> Interpret primary source documents to understand and analyze multiple perspectives of the Black Death, Columbian Exchange, and the transatlantic slave trade.	<b>Origins E5:</b> "Crops That Grew the World"; "The Columbian Exchange"; World Zone Café; <i>The Columbian Exchange: CCWH</i> ; "The Effects of Global Interactions"; "Transatlantic Migration Patterns"; Amonute: Graphic Biography; "Religious Syncretism in Colonial Mexico City"; Sourcing - Spanish Conquest of the Aztec Empire; Our Interconnected World.
c. Explain the role of improved technology in exploration.	<b>E5-1:</b> Understand and evaluate the formation of regional and global networks of interaction.	<b>Origins E5:</b> "Technology in the Age of Exploration"
d. Examine the effects of the Transatlantic Slave Trade on Africa and on the colonies in the Americas.	<b>E5-4:</b> Understand and critique the role of capitalism on the Columbian Exchange and transatlantic slave trade. <b>E5-6:</b> Interpret primary source documents to understand and analyze multiple perspectives of the Black Death, Columbian Exchange, and the transatlantic slave trade.	<b>Origins E5:</b> "The Transatlantic Slave Trade"; <i>Impact of the Slave Trade: Through a Ghanaian Lens</i> ; Primary Sources: First Person Accounts of the Transatlantic Slave Trade; Domingos Alvares (Graphic Biography); CCOT - Africa and the Americas; "Race and Coerced Labor Part I: How Did People Become Property in the Americas?"; "Race and Coerced Labor Part II: Motivations and Justifications".
<b>SSWH11 Examine political and social changes in Japan and in China from the fourteenth century CE/AD to mid-nineteenth century CE/AD</b>		
a. Describe the impact of the Tokugawa Shogunate policies on the social structure of Japan.	<b>CO3:</b> Use primary and secondary sources from multiple perspectives of gender, race, and socioeconomic status, or hierarchies to gain a deeper understanding of human history.	<b>1750 U1:</b> "Tokugawa Shogunate"; Empire Building; <i>Samurai, Daimyo, Matthew Perry, and Nationalism: CCWH</i>
b. Describe the impact of the Qing and Ming Dynasty policies on the social structure of China.	<b>E5-5:</b> Use historical thinking practices and reasoning skills such as contextualization, sourcing, and continuity and change over time to evaluate these historical events and processes.	<b>Origins E4:</b> "China Under the Tang and Ming Dynasties"; Sourcing - "An Imperial Edict Restraining Officials from Evil"; Zheng He (Graphic Biography). <b>1200 U3:</b> "China Under Ming and Qing Rule". <b>1750 U1:</b> "Qing Dynasty"; Qing Shih (Graphic Biography); Empire Building
<b>SSWH12 Describe the development and contributions of the Ottoman, Safavid, and Mughal empires</b>		
a. Describe the development and geographical extent of the Ottoman, Safavid, and the Mughal Empires.	<b>E5-1:</b> Understand and evaluate the formation of regional and global networks of interaction. <b>E5-2:</b> Analyze how global interconnections impacted political systems, trade networks, and the biosphere/environment.	<b>Origins E5:</b> <i>Ottoman, Safavid, and Mughal Empires</i> video; <b>Origins E6:</b> "Ottoman Empire"; <b>1200 U3:</b> "A Sublime Empire - Ottoman Rule on Land and Sea"; <i>Venice and the Ottoman Empire: CCWH</i> ; "Mughal Empire"; Khazada Begum (Graphic Biography). <b>1750 U1:</b> Empire Building
b. Describe the cultural contributions of the Ottoman, Safavid, and Mughal Empires.	<b>E5-1:</b> Understand and evaluate the formation of regional and global networks of interaction. <b>E5-2:</b> Analyze how global interconnections impacted political systems, trade networks, and the biosphere/environment.	<b>Origins E5:</b> <i>Ottoman, Safavid, and Mughal Empires</i> video; <b>Origins E6:</b> "Ottoman Empire"; <b>1200 U3:</b> "A Sublime Empire - Ottoman Rule on Land and Sea"; <i>Venice and the Ottoman Empire: CCWH</i> ; "Mughal Empire"; Khazada Begum (Graphic Biography). <b>1750 U1:</b> Empire Building
<b>SSWH13 Examine the intellectual, political, social, and economic factors that changed the world view of Europeans from the sixteenth century CE/AD to the late eighteenth century CE/AD.</b>		
a. Explain the scientific contributions of Copernicus, Galileo, Kepler, and Newton and how these ideas changed the European worldview.	<b>CO2:</b> Apply evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives.	<b>Origins E6:</b> <i>The Scientific Revolution and the Age of Enlightenment</i> ; <b>1750 E3:</b> "The Scientific Revolution"
b. Identify the major ideas of the Enlightenment from the writings of Locke, Voltaire, and Rousseau, and their relationship to politics and society.	<b>E6-1:</b> Analyze how the roles of sovereignty, individualism, and the fight for equality influenced political revolutions of this era.	<b>Origins E6:</b> <i>The Scientific Revolution and the Age of Enlightenment</i> ; "The Enlightenment"; Enlightenment Quotes. <b>1750 U2:</b> "Primary Sources: Words of the Enlightenment"; <i>Diderot's 1750 Encyclopedia</i> ; "Edmund Burke (Graphic Biography)"
<b>SSWH14 Analyze the Age of Revolutions</b>		
a. Examine absolutism through a comparison of the reigns of Louis XIV and Tsar Peter the Great.		<b>AP U3:</b> "From Muscovy to the Russian Empire". <b>AP U4:</b> "State Centralization and Resistance"
b. Identify the causes and results of the revolutions in England (1689), United States (1776), France (1789), Haiti (1791), and Latin America (1808-1825).	<b>CO2:</b> Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives. <b>E6-1:</b> Analyze how the roles of sovereignty, individualism, and the fight for equality influenced political revolutions of this era. <b>E6-4:</b> Evaluate why people's perceptions of labor, women's rights, and human rights changed during this era. <b>E7-2:</b> Evaluate how nationalism influenced political revolutions, wars, and the migration of peoples around the world during this era.	<b>Origins E5:</b> "Magna Carta, the Glorious Revolution, and American Democracy." <b>Origins E6:</b> Revolution or Evolution? "Sovereignty"; "Ingredients for Revolution"; Causation - Recipe for a Revolution; "Enlightenment"; Enlightenment Quotes; "The Atlantic Revolutions"; <i>The Haitian Revolution</i> ; Revolutionary Women; <i>Nationalism</i> . <b>1750 U2:</b> "Economic and Material Causes of Revolt"; Causation - Revolutions; So You Want a Revolution?; <i>Tea, Taxes, and the American Revolution: CCWH</i> ; <i>The French Revolution: CCWH</i> . <i>Latin American Revolutions: CCWH</i>



c. Explain Napoleon's rise to power, the role of geography in his defeat, and the consequences of France's defeat for Europe.	<b>E6-1:</b> Analyze how the roles of sovereignty, individualism, and the fight for equality influenced political revolutions of this era. <b>E6-3:</b> Assess the role of industrialization and nationalism in the creation of new empires and the rise of the nation-state.	<b>Origins E6:</b> "The Atlantic Revolutions"; <i>The French Revolution: CCWH</i> ; "Origins and Impacts of Nationalism"; <i>Nationalism</i> ; "Appraising Napoleon"
<b>SSWH15 Describe the impact of industrialization and urbanization.</b>		
a. Analyze the process and impact of industrialization in Great Britain, Germany, and Japan.	<b>E6-2:</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, and production and distribution, as well as its impact on the environment. <b>E6-3:</b> Assess the role of industrialization and nationalism in the creation of new empires and the rise of the nation-state.	<b>Origins E6:</b> : Urbanization Game; "Scale of the Industrial Revolution"; "Global Transformations of the Industrial Revolution"; "Japan's Industrial Revolution"; "Migration and Industrialization"; When Countries Industrialized; <i>The Railroad Journey and the Industrial Revolution: CCWH</i> ; "Scale of the Industrial Revolution"; "Rise of the Proletariat"; "Responses to Industrialization"; Contextualization - Child Labor; "Child Labor"; The Sadler Report; Economic Systems Simulation; <i>Capitalism and Socialism: CCWH</i> ; Ottilie Baader (Graphic Biography); : Comparison - Women's Suffrage. <b>1750 U3:</b> <i>Unit 3 Overview Video</i> , "Unit 3 Overview"; "Meiji Restoration"; Causation - Industrialization to Migration; "Industrial Revolution Primary Sources". <b>1750 U4:</b> <i>Unit 4 Overview Video</i> ; "Unit 4 Overview"; Assembly Line Simulation; "Overview of New Economic Systems"
b. Examine the political and economic ideas of Adam Smith and Karl Marx.	<b>E6-4:</b> Evaluate why people's perceptions of labor, women's rights, and human rights changed during this era.	<b>Origins E6:</b> "The Enlightenment"; "Rise of the Proletariat"; Economic Systems Simulation; <i>Capitalism and Socialism: CCWH</i> ; <b>1750 U4:</b> "Smith, Marx, and Keynes"
c. Examine the social impact of urbanization, include: women and children.	<b>E6-2:</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, and production and distribution, as well as its impact on the environment.	<b>Origins E6:</b> Urbanization Game; "Scale of the Industrial Revolution"; "Global Transformations of the Industrial Revolution"; "Japan's Industrial Revolution"; "Egypt's Industrial Revolution"; Comparison - Egypt and Japan; "Migration and Industrialization"; "Rise of the Proletariat"; "Responses to Industrialization"; Contextualization - Child Labor; "Child Labor"; The Sadler Report; Ottilie Baader (Graphic Biography); : Comparison - Women's Suffrage. <b>1750 U3:</b> <i>Unit 3 Overview Video</i> , "Unit 3 Overview"; "Industrial Revolution Primary Sources".
<b>SSWH16 Analyze the rise of nationalism and worldwide imperialism.</b>		
a. Compare and contrast the rise of the nation state in Germany under Otto von Bismarck and Japan during the Meiji Restoration.	<b>E6-3:</b> Assess the role of industrialization and nationalism in the creation of new empires and the rise of the nation-state.	<b>Origins E6:</b> "Origins and Impacts of Nationalism"; <i>Nationalism</i> ; <i>Samurai, Daimyo, Matthew Perry, and Nationalism: CCWH</i> . <b>1200 U5:</b> "Meiji Restoration". <b>1750 U2:</b> "Bismarck and German Nationalism".
b. Assess imperialism in Africa and Asia, include: the influence of geography and natural resources.	<b>E6-3:</b> Assess the role of industrialization and nationalism in the creation of new empires and the rise of the nation-state. <b>E6-6:</b> Use historical thinking practices and reasoning skills such as claim testing, causation, historical comparison, contextualization, sourcing, and continuity and change over time to evaluate these historical events and processes.	<b>Origins E6:</b> "Industrial Imperialism, the 'New' Imperialism"; "Responses to Industrial Imperialism"; <i>Asian Responses to Imperialism: CCWH</i> ; Dadabhai Naoroji (Graphic Biography); "Struggle and Transformation in China"; <i>The Opium Wars</i> ; <i>Experiencing Colonialism: Through a Ghanaian Lens</i> ; Claim Testing - Imperialism; Sourcing - Differing Perspectives on Imperialism; <i>Resisting Colonialism: Through a Ghanaian Lens</i> ; Imperialism Cartoons. <b>1750 U5:</b> <i>Unit 5 Overview</i> ; "Unit 5 Overview"; <i>Imperialism: CCWH</i> ; "Gentleman of the Jungle"; Yaa Asantewaa, Queen Mother of Ejisu (Graphic Biography); "Colonial Violence"; Causation - Indian Uprising; "1857 Indian Uprising"; Azizun of Lucknow (Graphic Biography); "Dual Consciousness"; "African Resistance to Colonialism"
c. Examine anti-imperial resistance, include: Opium Wars, Boxer Rebellion, and the Indian Revolt of 1857.	<b>CO1:</b> Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell the story. <b>CO2:</b> Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives. <b>CO3:</b> Use primary and secondary sources from multiple perspectives of gender, race, and socioeconomic status, or hierarchies to gain a deeper understanding of human history. <b>E6-6:</b> Use historical thinking practices and reasoning skills such as claim testing, causation, historical comparison, contextualization, sourcing, and continuity and change over time to evaluate these historical events and processes.	<b>Origins E6:</b> "Responses to Industrial Imperialism"; <i>Asian Responses to Imperialism: CCWH</i> ; Dadabhai Naoroji (Graphic Biography); "Struggle and Transformation in China"; <i>The Opium Wars</i> ; <i>Resisting Colonialism: Through a Ghanaian Lens</i> . <b>1750 U5:</b> <i>Unit 5 Overview</i> ; "Unit 5 Overview"; <i>Imperialism: CCWH</i> ; Yaa Asantewaa, Queen Mother of Ejisu (Graphic Biography); "Colonial Violence"; Causation - Indian Uprising; "1857 Indian Uprising"; Azizun of Lucknow (Graphic Biography); "African Resistance to Colonialism"
<b>SSWH17 Demonstrate an understanding of long-term causes of World War I and its global impact.</b>		
a. Identify causes of the war, include: nationalism, entangling alliances, militarism, and imperialism.	<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>E7-2:</b> Evaluate how nationalism influenced political revolutions, wars, and the migration of peoples around the world during this era. <b>E7-4:</b> Understand how world wars led to increased international cooperation and tensions.	<b>Origins E7:</b> "Era 7 Overview"; "What Caused the First World War?"; <i>How World War I Started: CCWH</i> ; "The First World War as a Global War"; World War I Poster Analysis; "Capitalism and World War I"; "World War I: A Total War?"; Our Interconnected World - World War I; . <b>1750 U6:</b> <i>Unit 6 Overview Video</i> ; "Unit 6 Overview"; : CCOT - Imperialism to WWI; <i>Southeast Asia and World War I</i> ; "A Lost Generation"; Making Claims - World War I.
b. Describe conditions on the war front for soldiers, include: new technology and war tactics.	<b>E7-2:</b> Evaluate how nationalism influenced political revolutions, wars, and the migration of peoples around the world during this era. <b>E7-4:</b> Understand how world wars led to increased international cooperation and tensions.	<b>Origins E7:</b> "Era 7 Overview"; "What Caused the First World War?"; <i>How World War I Started: CCWH</i> ; "The First World War as a Global War"; World War I Poster Analysis; "Capitalism and World War I"; "World War I: A Total War?"; Our Interconnected World - World War I; WWI Letters; <i>Armenian Genocide</i> ; <i>Britain and World War I</i> ; <i>The Middle East and World War I</i> . <b>1750 U6:</b> <i>Unit 6 Overview Video</i> ; "Unit 6 Overview"; CCOT - Imperialism to WWI; <i>Southeast Asia and World War I</i> ; "A Lost Generation"; Making Claims - World War I; Helen Fairchild (Graphic Biography); Rosa Luxemburg (Graphic Biography); <i>British Gas Hood</i> ; <i>Trench-fighting Tools</i> ; "The Course of the First World War";
c. Explain the major decisions made in the Versailles Treaty, include: German reparations and the mandate system that replaced Ottoman control.	<b>E7-4:</b> Understand how world wars led to increased international cooperation and tensions.	<b>Origins E7:</b> World War I Peace Talks

d. Analyze the destabilization of Europe in the collapse of the great empires.	<b>E7-1:</b> Understand how political states changed during this era from the influence of empires to the rise of the nation-state.	<b>Origins E7:</b> <i>Era 7 Overview Video</i> ; "Era 7 Overview: The Last 100 Years"; "Devastation of Old Markets"
<b>SSWH18 Examine the major political and economic factors that shaped world societies between World War I and World War II.</b>		
a. Determine the causes and results of the Russian Revolution from the rise of the Bolsheviks under Lenin to Stalin's first Five Year Plan.	<b>E7-3:</b> Explain the creation of new political ideologies and why they emerged during this era and how these changes led to hostilities.	<b>Origins E7:</b> "The Power of One: The Russian Revolution". <b>1750 U6:</b> Comparison - Russian Revolution and _____ Revolution. <b>1750 U7:</b> "Communism in the Soviet Union"
b. Describe the rise of fascism in Europe and Asia by comparing the policies of Benito Mussolini in Italy, Adolf Hitler in Germany, and Hirohito in Japan.	<b>E7-3:</b> Explain the creation of new political ideologies and why they emerged during this era and how these changes led to hostilities.	<b>Origins E7:</b> What is Fascism? ; Communism, Fascism, Both, or Neither?; Political Party Platform; "Fascist Histories, Part I"; "Fascist Histories, Part II: Exercising Authoritarianism" <b>1750 U7:</b> Communism vs. Fascism; <i>What is Fascism?</i> ; "Fascism in Germany"; "Fascism in Italy"; "Authoritarianism in Japan"; "Appeasement"
c. Describe the nature of totalitarianism and the police state that existed in the Soviet Union, Germany, and Italy and how they differ from authoritarian governments.	<b>E7-3:</b> Explain the creation of new political ideologies and why they emerged during this era and how these changes led to hostilities.	<b>Origins E7:</b> What is Fascism? ; Communism, Fascism, Both, or Neither?; Political Party Platform; "Fascist Histories, Part I"; "Fascist Histories, Part II: Exercising Authoritarianism" <b>1750 U7:</b> Communism vs. Fascism; <i>What is Fascism?</i> ; "Fascism in Germany"; "Fascism in Italy"; "Authoritarianism in Japan"; "Appeasement"
d. Explain the aggression and conflict leading to World War II in Europe and Asia; include the Italian invasion of Ethiopia, the Spanish Civil War, the Rape of Nanjing in China, and the German violation of the Treaty of Versailles.	<b>E7-3:</b> Explain the creation of new political ideologies and why they emerged during this era and how these changes led to hostilities. <b>E7-4:</b> Understand how world wars led to increased international cooperation and tensions.	<b>Origins E7:</b> "Fascist Histories, Part I"; "Fascist Histories, Part II: Exercising Authoritarianism"; "The Second World War"; "Economics in the Second World War"; <i>World War II: CCWH</i> ; "The Holocaust"; Primary Sources: The Holocaust; Assessing Responsibility and Conscience; "Nuclear Weapons"; "Thirty Years of Continuous War"; Claim Testing - Global Conflict. <b>1750 U7:</b> <i>Unit 7 Overview Video</i> ; "Unit 7 Overview: Interwar and World War II"; "Appeasement"; "Appeasement"; Causation - World War II; "Fascism in Germany"; "Fascism in Italy"; "Authoritarianism in Japan"
<b>SSWH19 Demonstrate an understanding of the global political, economic, and social impact of World War II.</b>		
a. Describe the major conflicts and outcomes, include: North African, Pacific, and European theatres.	<b>E7-4:</b> Understand how world wars led to increased international cooperation and tensions. <b>E7-1:</b> Understand how political states changed during this era from the influence of empires to the rise of the nation-state.	<b>Origins E7:</b> "Era 7 Overview"; <i>Era 7 Overview Video</i> ; "Appeasement"; "The Second World War"; <i>World War II: CCWH</i> ; "Economics in the Second World War"; Plaek Phibunsongkhram (Graphic Biography); Manuel Quezon (Graphic Biography); The Fallen of WWII; "The Holocaust"; "Primary Sources: The Holocaust"; Assessing Responsibility and Conscience; "Nuclear Weapons"; "Thirty Years of Continuous War"; Claim Testing - Global Conflict. <b>1750 U7:</b> <i>Unit 7 Overview Video</i> ; "Unit 7 Overview"; Causation - World War II; "Nuremberg Laws, Nuremberg Trials".
b. Identify Nazi ideology and policies that led to the Holocaust and its consequences.	<b>E7-1:</b> Understand how political states changed during this era from the influence of empires to the rise of the nation-state. <b>E7-3:</b> Explain the creation of new political ideologies and why they emerged during this era and how these changes led to hostilities. <b>E7-4:</b> Understand how world wars led to increased international cooperation and tensions.	<b>Origins E7:</b> Political Party Platform; <i>What Is Fascism?</i> ; "Fascist Histories"; "Fascist Histories, Part II: Exercising Authoritarianism"; "Appeasement"; "The Second World War"; <i>World War II: CCWH</i> ; "Economics in the Second World War"; Manuel Quezon (Graphic Biography); "The Holocaust"; "Primary Sources: The Holocaust". <b>1750 U7:</b> Unit 7 Overview Video; "Unit 7 Overview"; Causation - World War II; "Nuremberg Laws, Nuremberg Trials".
c. Analyze the impact of the military and diplomatic negotiations between the leaders of Great Britain, the Soviet Union, and the United States.	<b>E7-4:</b> Understand how world wars led to increased international cooperation and tensions.	<b>Origins E7:</b> <i>Internationalism Between the Wars</i> ; CCOT - World War II to the Cold War
d. Explain Post-World War II policies and plans for economic recovery, include: the Marshall Plan for Europe, MacArthur's plan for Japan, and the formation of the United Nations, NATO, and the Warsaw Pact.	<b>E7-3:</b> Explain the creation of new political ideologies and why they emerged during this era and how these changes led to hostilities. <b>E7-4:</b> Understand how world wars led to increased international cooperation and tensions.	<b>Origins E7:</b> "Era 7 Overview"; "Devastation of Old Markets"; <i>USA vs USSR Fight!</i> ; <i>CCWH</i> ; "The Cold War: An Overview". <b>1750 U8:</b> <i>Unit 8 Overview</i> ; "Unit 8 Overview"; CCOT - World War II to the Cold War
<b>SSWH20 Demonstrate an understanding of the global social, economic, and political impact of the Cold War and decolonization from 1945 to 1989.</b>		
a. Explain the arms race, include: development of nuclear weapons, and efforts to limit the spread of nuclear weapons.	<b>E7-3:</b> Explain the creation of new political ideologies and why they emerged during this era and how these changes led to hostilities.	<b>Origins E7:</b> <i>USA vs USSR Fight!</i> ; <i>CCWH</i> ; "The Cold War: An Overview"; Simulation - Cold War Crisis; "Nuclear Weapons"; "Arms Race Space Race". <b>1750 U8:</b> <i>Unit 8 Overview</i> ; "Unit 8 Overview"; CCOT - World War II to the Cold War; Who is "Winning" the Cold War?
b. Describe the formation of the state of Israel and the Arab-Israeli Conflict.	<b>E7-6:</b> Use historical thinking practices and reasoning skills such as claim testing, historical comparison, and continuity and change over time to evaluate these historical events and processes.	<b>Origins E7:</b> <i>Conflict in Israel and Palestine: CCWH</i> ; "Political Decolonization, C. 1945-1997". <b>1750 U8:</b> "End of Old Regimes"; "The Middle East and the End of Empire".
c. Analyze the rise of nationalism and the revolutionary movements in Asia (i.e. India and China) and Africa.	<b>CO2:</b> Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives. <b>CO3:</b> Use primary and secondary sources from multiple perspectives of gender, race, and socioeconomic status, or hierarchies to gain a deeper understanding of human history. <b>E7-1:</b> Understand how political states changed during this era from the influence of empires to the rise of the nation-state. <b>E7-6:</b> Use historical thinking practices and reasoning skills such as claim testing, historical comparison, and continuity and change over time to evaluate these historical events and processes.	<b>Origins E7:</b> "Era 7 Overview"; "Devastation of Old Markets"; "Connecting Decolonization and the Cold War"; <i>Decolonization and Nationalism Triumphant: CCWH</i> ; <i>Chinese Communist Revolution</i> ; "And Then Gandhi Came"; : Comparison - Decolonizing Women; "Decolonizing Women"; "Political Decolonization, C. 1945-1997". <b>1750 U8:</b> <i>Unit 8 Overview</i> ; "Unit 8 Overview"; <i>Decolonization and the Cold War Through an Asian Lens</i> ; "End of Old Regimes"; "Chinese Communist Revolution"; <i>Resisting Colonialism Through a Ghanaian Lens</i> ; "Apartheid"
d. Analyze opposition movements to existing political systems, include: anti-apartheid, Tiananmen Square, and the fall of the Berlin Wall.	<b>CO3:</b> Use primary and secondary sources from multiple perspectives of gender, race, and socioeconomic status, or hierarchies to gain a deeper understanding of human history;	<b>Origins E7:</b> <i>Nonviolence and Peace Movements: CCWH</i> ; <i>Chinese Communist Revolution</i> . <b>1750 U8:</b> "Apartheid".
<b>SSWH21 Examine change and continuity in the world since the 1960s.</b>		

a. Identify ethnic conflicts and new nationalisms, include: Pan-Africanism, Pan-Arabism, and the conflicts in Bosnia-Herzegovina and Rwanda.	<b>CO3:</b> Use primary and secondary sources from multiple perspectives of gender, race, and socioeconomic status, or hierarchies to gain a deeper understanding of human history. <b>E7-2:</b> Evaluate how nationalism influenced political revolutions, wars, and the migration of peoples around the world during this era.	<b>Origins E7:</b> "A Century of Refugees"; "Why Does Genocide Still Happen"; "Connecting Decolonization in Africa and the US Civil Rights Movement"; "Political Decolonization". <b>1750 U8:</b> "End of Old Regimes"; Kwame Nkrumah - Graphic Biography. <b>1750 U9:</b> "Transnationalism and the Revival of Nationalism"
b. Describe the reforms of Khrushchev and Gorbachev and the breakup of the Soviet Union in 1991 that produced independent countries.	<b>E7-3:</b> Explain the creation of new political ideologies and why they emerged during this era and how these changes led to hostilities. <b>E7-4:</b> Understand how world wars led to increased international cooperation and tensions.	<b>Origins E7:</b> Who is "Winning" the Cold War?; "Collapse of Communism"
c. Analyze terrorism as a form of warfare in the contemporary world.	<b>E7-3:</b> Explain the creation of new political ideologies and why they emerged during this era and how these changes led to hostilities. <b>E7-5:</b> Analyze and critique the positive and negative impacts of globalization on human society and the environment. <b>E7-6:</b> Use historical thinking practices and reasoning skills such as claim testing, historical comparison, and continuity and change over time to evaluate these historical events and processes.	<b>Origins E7:</b> <i>Conflict in Israel and Palestine: CCWH</i> ; "Non-State Terrorism". <b>1750 U8:</b> "The Middle East and the End of Empire." <b>1750 U9:</b> "Why Does Genocide Still Happen?"; "Transnationalism and the Revival of Nationalism"; "September 11, 2001".
d. Examine the rise of women as major world leaders, include: Golda Meir, Indira Gandhi, and Margaret Thatcher.		
<b>SSWH22 Analyze globalization in the contemporary world.</b>		
a. Describe the cultural and intellectual integration of countries into the world economy through the development of television, satellites, and computers.	<b>E7-5:</b> Analyze and critique the positive and negative impacts of globalization on human society and the environment.	<b>Origins E7:</b> "Introduction to Globalization"; "Goods Across the World"; Globalization I - The Upside: CCWH. <b>1750 U9:</b> <i>Unit 9 Overview Video</i> ; "Unit 9 Overview: Globalization, Internationalism, and Nationalism"; "What's the Downside of Globalization?"; "The Trouble with Globalization"; "Is the World Flat or Spiky?"; "Dollar Street Project"; Follow the Product; Making Claims - Globalization; <i>Indigenous Americans and Globalization</i> ; "The Anthropocene"; "Population and Environmental Trends, 1880 to the Present"; <i>Green Revolution</i> ; "Our Networks Today"
b. Analyze global economic and political connections; include multinational corporations, the United Nations, OPEC, and the World Trade Organization.	<b>E7-5:</b> Analyze and critique the positive and negative impacts of globalization on human society and the environment.	<b>Origins E7:</b> "Introduction to Globalization"; "International Institutions"; "Goods Across the World"; "The Oil Revolution"; "Is the World Flat or Spiky?"; Dollar Street Project. <b>1750 U9:</b> "Rise of China"; <i>Global China in the 21st Century: Follow the Product</i> ; "WTO Resistance"; Our Interconnected World - Frames.
c. Explain how governments cooperate through treaties and organizations to minimize the negative effects of human actions on the environment.	<b>E7-5:</b> Analyze and critique the positive and negative impacts of globalization on human society and the environment.	<b>Origins E7:</b> "International Institutions"; "The Oil Revolution"; "The Zapatistas in Mexico"; UN Sustainable Development Goals; "The Anthropocene". <b>1750 U9:</b> "Rise of China"; <i>Global China in the 21st Century: Follow the Product</i> ; "WTO Resistance"; "Environmentalism"
<b>Map and Globe Skills</b>		
1. use a compass rose to identify cardinal directions	<b>CO2:</b> Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives.	<b>1200 U1:</b> WHP Maps Index
2. use intermediate directions	<b>CO2:</b> Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives.	<b>1200 U1:</b> WHP Maps Index
3. use a letter/number grid system to determine location		
4. compare and contrast the categories of natural, cultural, and political features found on maps	<b>CO2:</b> Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives.	<b>1200 U1:</b> WHP Maps Index
5. use graphic scales to determine distances on a map	<b>CO2:</b> Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives.	<b>1200 U1:</b> WHP Maps Index
6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps	<b>CO2:</b> Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives.	<b>Origins E1:</b> Geography - Era 1 Mapping. <b>Origins E2:</b> Geography - Era 2 Mapping Part 1; Geography - Era 2 Mapping Part 2. <b>Origins E3:</b> Geography - Era 3 Mapping Part 1; Era 3 Mapping Part 2. <b>1200 U3:</b> Geography - Unit 3 Mapping Part 1; Geography - Unit 3 Mapping Part 2.
7. use a map to explain impact of geography on historical and current events	<b>CO2:</b> Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives.	<b>Origins E1:</b> Geography - Era 1 Mapping. <b>Origins E2:</b> Geography - Era 2 Mapping Part 1; Geography - Era 2 Mapping Part 2. <b>Origins E3:</b> Geography - Era 3 Mapping Part 1; Era 3 Mapping Part 2. <b>1200 U3:</b> Geography - Unit 3 Mapping Part 1; Geography - Unit 3 Mapping Part 2.
8. draw conclusions and make generalizations based on information from maps	<b>CO2:</b> Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives.	<b>Origins E1:</b> Geography - Era 1 Mapping. <b>Origins E2:</b> Geography - Era 2 Mapping Part 1; Geography - Era 2 Mapping Part 2. <b>Origins E3:</b> Geography - Era 3 Mapping Part 1; Era 3 Mapping Part 2. <b>1200 U3:</b> Geography - Unit 3 Mapping Part 1; Geography - Unit 3 Mapping Part 2.
9. use latitude and longitude to determine location	<b>CO2:</b> Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives.	<b>1200 U1:</b> WHP Maps Index
10. compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities	<b>CO2:</b> Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives.	<b>Origins E2:</b> Geography - Era 2 Mapping Part 1; Geography - Era 2 Mapping Part 2. <b>Origins E3:</b> Geography - Era 3 Mapping Part 1; Era 3 Mapping Part 2. <b>1200 U3:</b> Geography - Unit 3 Mapping Part 1; Geography - Unit 3 Mapping Part 2.

11. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations	<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>CO2:</b> Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives.	<b>Origins E1:</b> Geography - Era 1 Mapping. <b>Origins E2:</b> Geography - Era 2 Mapping Part 1; Geography - Era 2 Mapping Part 2. <b>Origins E3:</b> Geography - Era 3 Mapping Part 1; Era 3 Mapping Part 2. <b>1200 U2:</b> "Indian Ocean Routes". <b>1200 U3:</b> Geography - Unit 3 Mapping Part 1; Geography - Unit 3 Mapping Part 2. <b>Project X:</b> Data Exploration: Population; Data Exploration: Urbanization; Making a Prediction Part 1; Data Exploration: War and Peace; Data Exploration: Greenhouse Gas Emissions; Making a Prediction Part 2; Data Exploration: Democracy.
12. use geographic technology and software to determine changes, identify trends, and generalize about human activities		
<b>Information Processing Skills</b>		
1. compare similarities and differences	<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 E1:</b> Comparison - Life in the Neolithic and Today. <b>Origins E2:</b> Comparison - Archaeological Sites. <b>Origins E3:</b> Comparison - Belief Systems; Empire Building; <i>Comparative Roles of Women in Rome and Han China</i> ; Comparing Civilizations. <b>Origins E4:</b> Comparison - Women in Medieval Europe and Song China. <b>Origins E6:</b> Comparison - Egypt and Japan. <b>Origins E7:</b> Communism, Fascism, Both, or Neither! Comparison - Decolonizing Women; Comparison - Rights Documents. <b>1750 U1:</b> Comparison - Life in 1750 and Today; Empire Building. <b>1750 U4:</b> Comparison - Women's Suffrage. <b>1750 U6:</b> Comparison - Russian Revolution and _____ Revolution. <b>1750 U7:</b> Communism vs. Fascism. <b>1200 U2:</b> Comparison - Life in 1200 and Today
2. organize items chronologically	<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 E2:</b> CCOT - Introduction; <b>Origins E3:</b> Contextualization - Agrarian Societies. <b>Origins E4:</b> CCOT - Regional Webs; Contextualization - Mansa Musa. <b>Origins E5:</b> CCOT - The First Global Age; Contextualization - Pastoral Empires: Mongols and Comanche; CCOT - Africa and the Americas. <b>Origins E6:</b> When Countries Industrialized; CCOT - The Long Nineteenth Century; Contextualization - Child Labor. <b>Origins E7:</b> Making Claims - Frames; CCOT - Era Comparisons; Who is "Winning" the Cold War?; Our Interconnected World - Frames. <b>1750 U3:</b> Contextualization - How Was Industrialization Possible?; CCOT - Revolutions to Industrialization. <b>1750 U5:</b> Contextualization - The Opium Wars; CCOT - Transformation to Responses. <b>1750 U6:</b> CCOT: Imperialism and Colonialism to World War I; Contextualization - The Great Depression. <b>1750 U8:</b> CCOT - World War II to the Cold War. <b>1750 U9:</b> Unit Comparisons; The World in 2050.
3. identify issues and/or problems and alternative solutions	<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>CO2:</b> Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives.	<b>1750 U9:</b> The World in 2050. <b>Project X:</b> Data Exploration: Population; Data Exploration: Urbanization; Making a Prediction Part 1; Data Exploration: War and Peace; Data Exploration: Greenhouse Gas Emissions; Making a Prediction Part 2; Data Exploration: Democracy.
4. distinguish between fact and opinion	<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>CO2:</b> Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives. <b>CO3:</b> Use primary and secondary sources from multiple perspectives of gender, race, and socioeconomic status or hierarchies to gain a deeper understanding of human history. <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 E1:</b> Intro to Sourcing; Claim Testing - Introduction. <b>Origins E2:</b> Claim Testing - Authority. <b>Origins E3:</b> Claim Testing - Evidence; The Sourcing - Deeds of the Divine Augustus. <b>Origins E4:</b> Sourcing - An Imperial Edict Restraining Officials from Evil. <b>Origins E5:</b> Claim Testing - Social Class and Gender; Sourcing - Spanish Conquest of the Aztec Empire. <b>Origins E6:</b> Claim Testing - Imperialism; Sourcing - Differing Perspectives on Imperialism. <b>Origins E7:</b> Claim Testing - Global Conflict; Claim Testing - Globalization. <b>1750 U2:</b> Sourcing - The Inoculation Debate. <b>1750 U4:</b> Sourcing - Why Was Slavery Abolished? <b>1750 U8:</b> Sourcing - Who Started the Cold War?
5. identify main idea, detail, sequence of events, and cause and effect in a social studies context	<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 E1:</b> Causation - Alphonse the Camel; <b>Origins E2:</b> Claim Testing - Authority; Making Claims - Foraging vs. Farming; Writing - Claim and Focus Part 1. <b>Origins E3:</b> Claim Testing - Evidence; Making Claims - Expanding Networks; Trade Impacts; Causation - Population Growth; Writing - Analysis and Evidence and WHP Concepts Part 1; Era 3 DBQ. <b>Origins E4:</b> CCOT - Regional Webs; Causes of Collapse; Causation - Autopsy of an Empire; Claim Testing - The Muslim World; Writing - Organization and Language and Style. <b>Origins E5:</b> CCOT - The First Global Age; Making Claims - Pastoral Empires; CCOT - Africa and the Americas; Writing - Claim and Focus Part 2; Era 5 DBQ. <b>Origins E6:</b> Causation - Recipe for a Revolution; Claim Testing - Imperialism; When Countries Industrialized; CCOT - The Long Nineteenth Century. <b>Origins E7:</b> Making Claims - Frames; CCOT - Era Comparisons; Claim Testing - Global Conflict; Claim Testing - Globalization; Era 7 DBQ. <b>1750 U2:</b> Causation - Revolutions. <b>1750 U3:</b> Causation - Industrialization to Migration; CCOT - Revolutions to Industrialization; Claim Testing - Social Class and Gender. <b>1750 U5:</b> Causation - Indian Uprising; CCOT - Transformation to Responses Claim Testing - Globalization. <b>1750 U6:</b> CCOT: Imperialism and Colonialism to World War I; Making Claims - World War I. <b>1750 U7:</b> Causation - World War II. <b>1750 U8:</b> CCOT - World War II to the Cold War.
6. identify and use primary and secondary sources	<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>CO2:</b> Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives. <b>CO3:</b> Use primary and secondary sources from multiple perspectives of gender, race, and socioeconomic status or hierarchies to gain a deeper understanding of human history. <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 E1:</b> Intro to Sourcing. <b>Origins E2:</b> Claim Testing - Authority <b>Origins E3:</b> Sourcing - The Deeds of the Divine Augustus. <b>Origins E4:</b> Sourcing - An Imperial Edict Restraining Officials from Evil. <b>Origins E5:</b> Sourcing - Spanish Conquest of the Aztec Empire; Primary Sources: Mongol Collection; Primary Sources: First Person Accounts of the Transatlantic Slave Trade. <b>Origins E6:</b> Sourcing - Differing Perspectives on Imperialism. <b>Origins E7:</b> Primary Sources: The Holocaust. <b>1750 U1:</b> Primary Sources: The World in 1750; Primary Sources: Europe and China in 1750. <b>1750 U2:</b> Sourcing - The Inoculation Debate. <b>1750 U4:</b> Sourcing - Why Was Slavery Abolished? <b>1750 U7:</b> Primary Sources: Internationalism. <b>1750 U8:</b> Sourcing - Who Started the Cold War?

7. interpret timelines, charts, and tables	<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>CO2:</b> Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives.	<b>Project X:</b> Data Exploration: Population; Data Exploration: Urbanization; Making a Prediction Part 1; Data Exploration: War and Peace; Data Exploration: Greenhouse Gas Emissions; Making a Prediction Part 2; Data Exploration: Democracy.
8. identify social studies reference resources to use for a specific purpose	<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>CO2:</b> Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives.	<b>Origins E2:</b> Making Claims - Foraging vs. Farming; <b>Origins E3:</b> Making Claims - Expanding Networks; Trade Impacts; Contextualization - Agrarian Societies; Era 3 DBQ. <b>Origins E4:</b> Claim Testing - The Muslim World; Contextualization - Mansa Musa. <b>Origins E5:</b> Contextualization - Pastoral Empires: Mongols and Comanche; Making Claims - Pastoral Empires; Era 5 DBQ. <b>Origins E6:</b> Claim Testing - Imperialism; Contextualization - Child Labor. <b>Origins E7:</b> Making Claims - Frames; World War I Letters; Claim Testing - Global Conflict; Dollar Street Project; Claim Testing - Globalization; Era 7 DBQ. <b>1750 U3:</b> Contextualization - How Was Industrialization Possible?; Claim Testing - Social Class and Gender. <b>1750 U5:</b> Contextualization - The Opium Wars; Claim Testing - Globalization. <b>1750 U6:</b> Making Claims - World War I. <b>1750 U7:</b> Contextualization - The Great Depression. <b>1750 U9:</b> The World in 2050. <b>Project X:</b> Data Exploration: Population; Data Exploration: Urbanization; Making a Prediction Part 1; Data Exploration: War and Peace; Data Exploration: Greenhouse Gas Emissions; Making a Prediction Part 2; Data Exploration: Democracy.
9. construct charts and tables	<b>CO2:</b> Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives.	<b>Project X:</b> Final Presentation
10. analyze artifacts	<b>CO3:</b> Use primary and secondary sources from multiple perspectives of gender, race, and socioeconomic status, or hierarchies to gain a deeper understanding of human history.	<b>Origins E2:</b> Comparison - Archaeological Sites; "Art of the Paleolithic"; The Importance of Art as Historical Evidence. <b>Origins E6:</b> Imperialism Cartoons; Images of the Industrial Revolution. <b>Origins E7:</b> World War I Poster Cartoons
11. draw conclusions and make generalizations	<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>CO2:</b> Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives. <b>CO3:</b> Use primary and secondary sources from multiple perspectives of gender, race, and socioeconomic status or hierarchies to gain a deeper understanding of human history. <b>CO4:</b> Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution. <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 E1:</b> Claim Testing - Introduction; Three Close Reads - Introduction; Causation - Alphonse the Camel; Contextualization - Introduction. <b>Origins E2:</b> Claim Testing - Authority; Making Claims - Foraging vs. Farming; CCOT - Introduction; Writing - Claim and Focus Part 1. <b>Origins E3:</b> Claim Testing - Evidence; Making Claims - Expanding Networks; Trade Impacts; Causation - Population Growth; Contextualization - Agrarian Societies; Writing - Analysis and Evidence and WHP Concepts Part 1; Era 3 DBQ. <b>Origins E4:</b> CCOT - Regional Webs; Causes of Collapse; Causation - Autopsy of an Empire; Claim Testing - The Muslim World; Contextualization - Mansa Musa; Comparison - Women in Medieval Europe and Song China; Writing - Organization and Language and Style. <b>Origins E5:</b> CCOT - The First Global Age; Contextualization - Pastoral Empires: Mongols and Comanche; Making Claims - Pastoral Empires; CCOT - Africa and the Americas; Writing - Claim and Focus Part 2; Era 5 DBQ. <b>Origins E6:</b> Enlightenment Quotes; Causation - Recipe for a Revolution; Revolutionary Women; Claim Testing - Imperialism; Comparison - Egypt and Japan; When Countries Industrialized; Imperialism Cartoons; CCOT - The Long Nineteenth Century; Contextualization - Child Labor; Women's Suffrage; Sadler Report. <b>Origins E7:</b> Making Claims - Frames; CCOT - Era Comparisons; World War I Poster Analysis; World War I Letters; Our Interconnected World - World War I; Political Party Platform; World War I Peace Talks; Communism, Fascism, Both, or Neither!; Claim Testing - Global Conflict; Who is "Winning" the Cold War?; Simulation - Cold War Crisis; Comparison - Decolonizing Women; Our Interconnected World - Frames; Comparison - Rights Documents; Dollar Street Project; Claim Testing - Globalization; Era 7 DBQ. <b>1750 U2:</b> Causation - Revolutions. <b>1750 U3:</b> Urbanization Game; Contextualization - How Was Industrialization Possible?; Causation - Industrialization to Migration; CCOT - Revolutions to Industrialization; Claim Testing - Social Class and Gender. <b>1750 U5:</b> Causation - Indian Uprising; Contextualization - The Opium Wars; CCOT -
12. analyze graphs and diagrams	<b>CO2:</b> Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives.	<b>Project X:</b> Data Exploration: Population; Data Exploration: Urbanization; Making a Prediction Part 1; Data Exploration: War and Peace; Data Exploration: Greenhouse Gas Emissions; Making a Prediction Part 2; Data Exploration: Democracy.
13. translate dates into centuries, eras, or ages	<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 E4:</b> CCOT - Regional Webs. <b>Origins E5:</b> CCOT - The First Global Age; CCOT - Africa and the Americas. <b>Origins E6:</b> When Countries Industrialized; CCOT - The Long Nineteenth Century. <b>Origins E7:</b> CCOT - Era Comparisons; Claim Testing - Global Conflict. <b>1750 U3:</b> CCOT - Revolutions to Industrialization. <b>1750 U5:</b> CCOT - Transformation to Responses. <b>1750 U6:</b> CCOT: Imperialism and Colonialism to World War I. <b>1750 U8:</b> CCOT - World War II to the Cold War.
14. formulate appropriate research questions	<b>CO4:</b> Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution.	<b>Origins E7:</b> The World in 2050. <b>Project X:</b> Final Project.
15. determine adequacy and/or relevancy of information	<b>CO4:</b> Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution.	<b>Project Score:</b> Claim and Focus Warm-up; Analysis and Evidence Warm-up; Organization Warm-up; Claim and Focus Revision; Analysis and Evidence Revision; Organization Revision
16. check for consistency of information	<b>CO2:</b> Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives. <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 E1:</b> Intro to Sourcing; Claim Testing - Introduction. <b>Origins E2:</b> Claim Testing - Authority. <b>Origins E3:</b> The Deeds of the Divine Augustus. <b>Origins E4:</b> An Imperial Edict Restraining Officials from Evil. <b>Origins E5:</b> Spanish Conquest of the Aztec Empire. <b>Origins E6:</b> Differing Perspectives on Imperialism. <b>1750 U2:</b> The Inoculation Debate. <b>1750 U4:</b> Why Was Slavery Abolished? <b>1750 U8:</b> Who Started the Cold War?
17. interpret political cartoons	<b>CO3:</b> Use primary and secondary sources from multiple perspectives of gender, race, and socioeconomic status, or hierarchies to gain a deeper understanding of human history.	<b>Origins E6:</b> Imperialism Cartoons

**READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES (RHSS) GRADE 9-10**

**Key Ideas and Details**

<p>L9-10RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information</p>	<p><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>CO2:</b> Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives. <b>CO3:</b> Use primary and secondary sources from multiple perspectives of gender, race, and socioeconomic status or hierarchies to gain a deeper understanding of human history. <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>Origins E1:</b> Intro to Sourcing. <b>Origins E2:</b> Claim Testing - Authority <b>Origins E3:</b> The Deeds of the Divine Augustus. <b>Origins E4:</b> An Imperial Edict Restraining Officials from Evil. <b>Origins E5:</b> Spanish Conquest of the Aztec Empire; Primary Sources: Mongol Collection; Primary Sources: First Person Accounts of the Transatlantic Slave Trade. <b>Origins E6:</b> Differing Perspectives on Imperialism. <b>Origins E7:</b> Primary Sources: The Holocaust. <b>1750 U1:</b> Primary Sources: The World in 1750; Primary Sources: Europe and China in 1750. <b>1750 U2:</b> The Inoculation Debate. <b>1750 U4:</b> Why Was Slavery Abolished? <b>1750 U7:</b> Primary Sources: Internationalism. <b>1750 U8:</b> Who Started the Cold War?</p>
<p>L9-10RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</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>Origins E3:</b> The Deeds of the Divine Augustus. <b>Origins E4:</b> An Imperial Edict Restraining Officials from Evil. <b>Origins E5:</b> Spanish Conquest of the Aztec Empire; Primary Sources: Mongol Collection; Primary Sources: First Person Accounts of the Transatlantic Slave Trade. <b>Origins E6:</b> Differing Perspectives on Imperialism. <b>Origins E7:</b> Primary Sources: The Holocaust. <b>1750 U1:</b> Primary Sources: The World in 1750; Primary Sources: Europe and China in 1750. <b>1750 U2:</b> The Inoculation Debate. <b>1750 U4:</b> Why Was Slavery Abolished? <b>1750 U7:</b> Primary Sources: Internationalism. <b>1750 U8:</b> Who Started the Cold War?</p>
<p>L9-10RHSS3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</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>Origins E1:</b> Causation - Alphonse the Camel. <b>Origins E2:</b> Causation - From Foraging to Complex Societies. <b>Origins E3:</b> Causation - Population Growth. <b>Origins E4:</b> Causation - Autopsy of an Empire. <b>Origins E6:</b> Causation - Recipe for a Revolution. <b>1750 U3:</b> Causation - Industrialization to Migration. <b>1750 U5:</b> Causation - Indian Uprising. <b>1750 U7:</b> Causation - World War II</p>

**Craft and Structure**

<p>L9-10RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</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>Origins E1:</b> Three Close Reads - Introduction (<i>Note: The Three Close Reads Strategy is a cornerstone of WHP. It recurs frequently throughout the course and the template can be applied to any article</i>) ; Vocab - Tracking 1.0. <b>Origins E2:</b> Vocab - Tracking 2.0. <b>Origins E3:</b> Vocab - Tracking 3.0. <b>Origins E4:</b> Vocab - Tracking 4.0. <b>Origins E5:</b> Vocab - Tracking 5.0. <b>Origins E6:</b> Vocab - Tracking 6.0. <b>Origins E7:</b> Vocab - Tracking 7.0.</p>
<p>L9-10RHSS5: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis</p>	<p><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.</p>	<p><b>Origins E1:</b> Three Close Reads - Introduction (<i>Note: The Three Close Reads Strategy is a cornerstone of WHP. It recurs frequently throughout the course and the template can be applied to any article</i> ). <b>Origins E2:</b> Project X - Three Close Reads for Data - Introduction; Introduction to Three Close Reads for Graphic Biographies (<i>Note: the Three Close Reads for Data strategy can be applied to any of the data explorations throughout the course and the Three Close Reads for Graphic Biographies strategy can be applied to any of the Graphic Biographies</i>).</p>
<p>L9-10RHSS6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p>	<p><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>CO2:</b> Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives. <b>CO3:</b> Use primary and secondary sources from multiple perspectives of gender, race, and socioeconomic status or hierarchies to gain a deeper understanding of human history. <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>Origins E1:</b> Intro to Sourcing. <b>Origins E2:</b> Claim Testing - Authority. <b>Origins E3:</b> The Deeds of the Divine Augustus. <b>Origins E4:</b> An Imperial Edict Restraining Officials from Evil. <b>Origins E5:</b> Spanish Conquest of the Aztec Empire. <b>Origins E6:</b> Differing Perspectives on Imperialism. <b>1750 U2:</b> The Inoculation Debate. <b>1750 U4:</b> Why Was Slavery Abolished? <b>1750 U8:</b> Who Started the Cold War?</p>

**Integration of Knowledge and Ideas**

<p>L9-10RHSS7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text</p>	<p><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>CO2:</b> Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives. <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>Origins E5:</b> When Countries Industrialized. <b>Origins E7:</b> The World in 2050. <b>Project X:</b> Data Exploration: Population; Data Exploration: Urbanization; Making a Prediction Part 1; Data Exploration: War and Peace; Data Exploration: Greenhouse Gas Emissions; Making a Prediction Part 2; Data Exploration: Democracy.</p>
<p>L9-10RHSS8: Assess the extent to which the reasoning and evidence in a text support the author's claims</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>Origins E1:</b> Intro to Claim Testing. <b>Origins E2:</b> Claim Testing - Authority. <b>Origins E3:</b> Claim Testing - Evidence. <b>Origins E4:</b> Claim Testing - The Muslim World. <b>Origins E6:</b> Claim Testing - Imperialism. <b>Origins E7:</b> Claim Testing - Global Conflict; Claim Testing - Globalization. <b>1750 U4:</b> Claim Testing - Social Class and Gender.</p>
<p>L9-10RHSS9: Compare and contrast treatments of the same topic in several primary and secondary sources.</p>	<p><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>CO2:</b> Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives. <b>CO3:</b> Use primary and secondary sources from multiple perspectives of gender, race, and socioeconomic status or hierarchies to gain a deeper understanding of human history. <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>Origins E5:</b> Spanish Conquest of the Aztec Empire; Primary Sources - The Mongol Collection. <b>Origins E7:</b> Primary Sources: The Holocaust. <b>1750 U2:</b> The Inoculation Debate. <b>1750 U4:</b> Why Was Slavery Abolished? <b>1750 U8:</b> Who Started the Cold War?</p>

**Range of Reading and Level of Text Complexity**

L9-10RHSS10: By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently	<b>CO3:</b> Use primary and secondary sources from multiple perspectives of gender, race, and socioeconomic status or hierarchies to gain a deeper understanding of human history.	<i>Note: The WHP curriculum contains a multitude of primary and secondary sources with varying degrees of text complexity to meet student needs. Teachers may adjust the Lexile level on course readings as needed.</i>
<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS GRADES 9-10 (WHST)</b>		
<b>Text Types and Purposes</b>		
L9-10WHST1: Write arguments focused on discipline-specific content.		
a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.	<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 E2:</b> Making Claims - Foraging vs. Farming; Writing - Claim and Focus Part 1; Era 2 LEQ. <b>Origins E3:</b> Making Claims - Expanding Networks; Writing - Analysis and Evidence and WHP Concepts Part 1; Era 3 DBQ. <b>Origins E4:</b> Era 4 LEQ. <b>Origins E5:</b> Making Claims - Pastoral Empires; Writing - Claim and Focus Part 2; DBQ 5. <b>Origins E6:</b> Writing - Analysis and Evidence and WHP Concepts Part 2; Era 6 LEQ. <b>Origins E7:</b> Making Claims - Frames; DBQ 7. <b>1750 U2:</b> Making Claims - Revolutions. <b>1750 U3:</b> Unit 3 DBQ. <b>1750 U4:</b> Making Claims - Capitalism and Socialism; Unit 4 LEQ. <b>1750 U5:</b> DBQ 5. <b>1750 U6:</b> Making Claims - World War I; Unit 6 LEQ. <b>1750 U8:</b> Unit 8 LEQ.
b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.	<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 E2:</b> Making Claims - Foraging vs. Farming; Writing - Claim and Focus Part 1; Era 2 LEQ. <b>Origins E3:</b> Making Claims - Expanding Networks; Writing - Analysis and Evidence and WHP Concepts Part 1; Era 3 DBQ. <b>Origins E4:</b> Era 4 LEQ. <b>Origins E5:</b> Making Claims - Pastoral Empires; Writing - Claim and Focus Part 2; DBQ 5. <b>Origins E6:</b> Writing - Analysis and Evidence and WHP Concepts Part 2; Era 6 LEQ. <b>Origins E7:</b> Making Claims - Frames; DBQ 7. <b>1750 U2:</b> Making Claims - Revolutions. <b>1750 U3:</b> Unit 3 DBQ. <b>1750 U4:</b> Making Claims - Capitalism and Socialism; Unit 4 LEQ. <b>1750 U5:</b> DBQ 5. <b>1750 U6:</b> Making Claims - World War I; Unit 6 LEQ. <b>1750 U8:</b> Unit 8 LEQ.
c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	<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 E2:</b> Era 2 LEQ. <b>Origins E3:</b> Era 3 DBQ. <b>Origins E4:</b> Era 4 LEQ. <b>Origins E5:</b> DBQ 5. <b>Origins E6:</b> Era 6 LEQ. <b>Origins E7:</b> DBQ 7. <b>1750 U3:</b> Unit 3 DBQ. <b>1750 U4:</b> Unit 4 LEQ. <b>1750 U5:</b> DBQ 5. <b>1750 U6:</b> Unit 6 LEQ. <b>1750 U8:</b> Unit 8 LEQ.
d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	<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 E2:</b> Era 2 LEQ. <b>Origins E3:</b> Era 3 DBQ. <b>Origins E4:</b> Era 4 LEQ. <b>Origins E5:</b> DBQ 5. <b>Origins E6:</b> Era 6 LEQ. <b>Origins E7:</b> DBQ 7. <b>1750 U3:</b> Unit 3 DBQ. <b>1750 U4:</b> Unit 4 LEQ. <b>1750 U5:</b> DBQ 5. <b>1750 U6:</b> Unit 6 LEQ. <b>1750 U8:</b> Unit 8 LEQ.
e. Provide a concluding statement or section that follows from or supports the argument presented.	<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 E2:</b> Era 2 LEQ. <b>Origins E3:</b> Era 3 DBQ. <b>Origins E4:</b> Era 4 LEQ. <b>Origins E5:</b> DBQ 5. <b>Origins E6:</b> Era 6 LEQ. <b>Origins E7:</b> DBQ 7. <b>1750 U3:</b> Unit 3 DBQ. <b>1750 U4:</b> Unit 4 LEQ. <b>1750 U5:</b> DBQ 5. <b>1750 U6:</b> Unit 6 LEQ. <b>1750 U8:</b> Unit 8 LEQ.
L9-10WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes		
a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	<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 E2:</b> Era 2 LEQ. <b>Origins E3:</b> Era 3 DBQ. <b>Origins E4:</b> Era 4 LEQ. <b>Origins E5:</b> DBQ 5. <b>Origins E6:</b> Era 6 LEQ. <b>Origins E7:</b> The World in 2050; DBQ 7. <b>1750 U3:</b> Unit 3 DBQ. <b>1750 U4:</b> Unit 4 LEQ. <b>1750 U5:</b> DBQ 5. <b>1750 U6:</b> Unit 6 LEQ. <b>1750 U8:</b> Unit 8 LEQ. <b>Project X:</b> Final Presentation.
b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	<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 E2:</b> Era 2 LEQ. <b>Origins E3:</b> Era 3 DBQ. <b>Origins E4:</b> Era 4 LEQ. <b>Origins E5:</b> DBQ 5. <b>Origins E6:</b> Era 6 LEQ. <b>Origins E7:</b> The World in 2050; DBQ 7. <b>1750 U3:</b> Unit 3 DBQ. <b>1750 U4:</b> Unit 4 LEQ. <b>1750 U5:</b> DBQ 5. <b>1750 U6:</b> Unit 6 LEQ. <b>1750 U8:</b> Unit 8 LEQ. <b>Project X:</b> Final Presentation.
c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.	<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 E2:</b> Era 2 LEQ. <b>Origins E3:</b> Era 3 DBQ. <b>Origins E4:</b> Era 4 LEQ. <b>Origins E5:</b> DBQ 5. <b>Origins E6:</b> Era 6 LEQ. <b>Origins E7:</b> The World in 2050; DBQ 7. <b>1750 U3:</b> Unit 3 DBQ. <b>1750 U4:</b> Unit 4 LEQ. <b>1750 U5:</b> DBQ 5. <b>1750 U6:</b> Unit 6 LEQ. <b>1750 U8:</b> Unit 8 LEQ. <b>Project X:</b> Final Presentation.
d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.	<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 E2:</b> Era 2 LEQ. <b>Origins E3:</b> Era 3 DBQ. <b>Origins E4:</b> Era 4 LEQ. <b>Origins E5:</b> DBQ 5. <b>Origins E6:</b> Era 6 LEQ. <b>Origins E7:</b> The World in 2050; DBQ 7. <b>1750 U3:</b> Unit 3 DBQ. <b>1750 U4:</b> Unit 4 LEQ. <b>1750 U5:</b> DBQ 5. <b>1750 U6:</b> Unit 6 LEQ. <b>1750 U8:</b> Unit 8 LEQ. <b>Project X:</b> Final Presentation.
e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	<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 E2:</b> Era 2 LEQ. <b>Origins E3:</b> Era 3 DBQ. <b>Origins E4:</b> Era 4 LEQ. <b>Origins E5:</b> DBQ 5. <b>Origins E6:</b> Era 6 LEQ. <b>Origins E7:</b> The World in 2050; DBQ 7. <b>1750 U3:</b> Unit 3 DBQ. <b>1750 U4:</b> Unit 4 LEQ. <b>1750 U5:</b> DBQ 5. <b>1750 U6:</b> Unit 6 LEQ. <b>1750 U8:</b> Unit 8 LEQ. <b>Project X:</b> Final Presentation.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	<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 E2:</b> Era 2 LEQ. <b>Origins E3:</b> Era 3 DBQ. <b>Origins E4:</b> Era 4 LEQ. <b>Origins E5:</b> DBQ 5. <b>Origins E6:</b> Era 6 LEQ. <b>Origins E7:</b> The World in 2050; DBQ 7. <b>1750 U3:</b> Unit 3 DBQ. <b>1750 U4:</b> Unit 4 LEQ. <b>1750 U5:</b> DBQ 5. <b>1750 U6:</b> Unit 6 LEQ. <b>1750 U8:</b> Unit 8 LEQ. <b>Project X:</b> Final Presentation.
<b>Production and Distribution of Writing</b>		
L9-10WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<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 E2:</b> Era 2 LEQ. <b>Origins E3:</b> Era 3 DBQ. <b>Origins E4:</b> Era 4 LEQ. <b>Origins E5:</b> DBQ 5. <b>Origins E6:</b> Era 6 LEQ. <b>Origins E7:</b> The World in 2050; DBQ 7. <b>1750 U3:</b> Unit 3 DBQ. <b>1750 U4:</b> Unit 4 LEQ. <b>1750 U5:</b> DBQ 5. <b>1750 U6:</b> Unit 6 LEQ. <b>1750 U8:</b> Unit 8 LEQ. <b>Project X:</b> Final Presentation.
L9-10WHST5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	<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>Project Score:</b> Claim and Focus Warm-up; Analysis and Evidence Warm-up; Organization Warm-up; Claim and Focus Revision; Analysis and Evidence Revision; Organization Revision
L9-10WHST6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically	<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 E2:</b> Era 2 LEQ. <b>Origins E3:</b> Era 3 DBQ. <b>Origins E4:</b> Era 4 LEQ. <b>Origins E5:</b> DBQ 5. <b>Origins E6:</b> Era 6 LEQ. <b>Origins E7:</b> The World in 2050; DBQ 7. <b>1750 U3:</b> Unit 3 DBQ. <b>1750 U4:</b> Unit 4 LEQ. <b>1750 U5:</b> DBQ 5. <b>1750 U6:</b> Unit 6 LEQ. <b>1750 U8:</b> Unit 8 LEQ. <b>Project X:</b> Final Presentation.
<b>Research to Build and Present Knowledge</b>		
L9-10WHST7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	<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 E7:</b> The World in 2050. <b>Project X:</b> Final Presentation.
L9-10WHST8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	<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 E2:</b> Era 2 LEQ. <b>Origins E3:</b> Era 3 DBQ. <b>Origins E4:</b> Era 4 LEQ. <b>Origins E5:</b> DBQ 5. <b>Origins E6:</b> Era 6 LEQ. <b>Origins E7:</b> The World in 2050; DBQ 7. <b>1750 U3:</b> Unit 3 DBQ. <b>1750 U4:</b> Unit 4 LEQ. <b>1750 U5:</b> DBQ 5. <b>1750 U6:</b> Unit 6 LEQ. <b>1750 U8:</b> Unit 8 LEQ. <b>Project X:</b> Final Presentation.
L9-10WHST9: Draw evidence from informational texts to support analysis, reflection, and research.	<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 E2:</b> Era 2 LEQ. <b>Origins E3:</b> Era 3 DBQ. <b>Origins E4:</b> Era 4 LEQ. <b>Origins E5:</b> DBQ 5. <b>Origins E6:</b> Era 6 LEQ. <b>Origins E7:</b> The World in 2050; DBQ 7. <b>1750 U3:</b> Unit 3 DBQ. <b>1750 U4:</b> Unit 4 LEQ. <b>1750 U5:</b> DBQ 5. <b>1750 U6:</b> Unit 6 LEQ. <b>1750 U8:</b> Unit 8 LEQ. <b>Project X:</b> Final Presentation.
<b>Range of Writing</b>		
L9-10WHST10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<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 E2:</b> Making Claims - Foraging vs. Farming; Writing - Claim and Focus Part 1; Era 2 LEQ. <b>Origins E3:</b> Making Claims - Expanding Networks; Writing - Analysis and Evidence and WHP Concepts Part 1; Era 3 DBQ. <b>Origins E4:</b> Era 4 LEQ. <b>Origins E5:</b> Making Claims - Pastoral Empires; Writing - Claim and Focus Part 2; DBQ 5. <b>Origins E6:</b> Writing - Analysis and Evidence and WHP Concepts Part 2; Era 6 LEQ. <b>Origins E7:</b> Making Claims - Frames; The World in 2050; DBQ 7. <b>1750 U2:</b> Making Claims - Revolutions. <b>1750 U3:</b> Unit 3 DBQ. <b>1750 U4:</b> Making Claims - Capitalism and Socialism; Unit 4 LEQ. <b>1750 U5:</b> DBQ 5. <b>1750 U6:</b> Making Claims - World War I; Unit 6 LEQ. <b>1750 U8:</b> Unit 8 LEQ. <b>Project X:</b> Final Project.
<b>READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES (RHSS) GRADE 11-12</b>		
<b>Key Ideas and Details</b>		
L11-12RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole	<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>CO2:</b> Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives. <b>CO3:</b> Use primary and secondary sources from multiple perspectives of gender, race, and socioeconomic status or hierarchies to gain a deeper understanding of human history. <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 E1:</b> Intro to Sourcing. <b>Origins E2:</b> Claim Testing - Authority <b>Origins E3:</b> The Deeds of the Divine Augustus. <b>Origins E4:</b> An Imperial Edict Restraining Officials from Evil. <b>Origins E5:</b> Spanish Conquest of the Aztec Empire; Primary Sources: Mongol Collection; Primary Sources: First Person Accounts of the Transatlantic Slave Trade. <b>Origins E6:</b> Differing Perspectives on Imperialism. <b>Origins E7:</b> Primary Sources: The Holocaust. <b>1750 U1:</b> Primary Sources: The World in 1750; Primary Sources: Europe and China in 1750. <b>1750 U2:</b> The Inoculation Debate. <b>1750 U4:</b> Why Was Slavery Abolished? <b>1750 U7:</b> Primary Sources: Internationalism. <b>1750 U8:</b> Who Started the Cold War?



L11-12RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.	<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 E3:</b> The Deeds of the Divine Augustus. <b>Origins E4:</b> An Imperial Edict Restraining Officials from Evil. <b>Origins E5:</b> Spanish Conquest of the Aztec Empire; Primary Sources: Mongol Collection; Primary Sources: First Person Accounts of the Transatlantic Slave Trade. <b>Origins E6:</b> Differing Perspectives on Imperialism. <b>Origins E7:</b> Primary Sources: The Holocaust. <b>1750 U1:</b> Primary Sources: The World in 1750; Primary Sources: Europe and China in 1750. <b>1750 U2:</b> The Inoculation Debate. <b>1750 U4:</b> Why Was Slavery Abolished? <b>1750 U7:</b> Primary Sources: Internationalism. <b>1750 U8:</b> Who Started the Cold War?
L11-12RHSS3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.	<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 E1:</b> Causation - Alphonse the Camel. <b>Origins E2:</b> Causation - From Foraging to Complex Societies. <b>Origins E3:</b> Causation - Population Growth. <b>Origins E4:</b> Causation - Autopsy of an Empire. <b>Origins E6:</b> Causation - Recipe for a Revolution. <b>1750 U3:</b> Causation - Industrialization to Migration. <b>1750 U5:</b> Causation - Indian Uprising. <b>1750 U7:</b> Causation - World War II
<b>Craft and Structure</b>		
L11-12RHSS4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	<b>CO4:</b> Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution.	<b>Origins E1:</b> Three Close Reads - Introduction ( <i>Note: The Three Close Reads Strategy is a cornerstone of WHP. It recurs frequently throughout the course and the template can be applied to any article</i> ); Vocab - Tracking 1.0. <b>Origins E2:</b> Vocab - Tracking 2.0. <b>Origins E3:</b> Vocab - Tracking 3.0. <b>Origins E4:</b> Vocab - Tracking 4.0. <b>Origins E5:</b> Vocab - Tracking 5.0. <b>Origins E6:</b> Vocab - Tracking 6.0. <b>Origins E7:</b> Vocab - Tracking 7.0.
L11-12RHSS5: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.	<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>Origins E1:</b> Three Close Reads - Introduction ( <i>Note: The Three Close Reads Strategy is a cornerstone of WHP. It recurs frequently throughout the course and the template can be applied to any article</i> ). <b>Origins E2:</b> Project X - Three Close Reads for Data - Introduction; Introduction to Three Close Reads for Graphic Biographies ( <i>Note: the Three Close Reads for Data strategy can be applied to any of the data explorations throughout the course and the Three Close Reads for Graphic Biographies strategy can be applied to any of the Graphic Biographies</i> ). <b>Origins E3:</b> The Deeds of the Divine Augustus. <b>Origins E4:</b> An Imperial Edict Restraining Officials from Evil. <b>Origins E5:</b> Spanish Conquest of the Aztec Empire; Primary Sources: Mongol Collection; Primary Sources: First Person Accounts of the Transatlantic Slave Trade. <b>Origins E6:</b> Differing Perspectives on Imperialism. <b>Origins E7:</b> Primary Sources: The Holocaust. <b>1750 U1:</b> Primary Sources: The World in 1750; Primary Sources: Europe and China in 1750. <b>1750 U2:</b> The Inoculation Debate. <b>1750 U4:</b> Why Was Slavery Abolished? <b>1750 U7:</b> Primary Sources: Internationalism. <b>1750 U8:</b> Who Started the Cold War?
L11-12RHSS6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.	<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>CO2:</b> Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives. <b>CO3:</b> Use primary and secondary sources from multiple perspectives of gender, race, and socioeconomic status or hierarchies to gain a deeper understanding of human history. <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 E1:</b> Intro to Sourcing. <b>Origins E2:</b> Claim Testing - Authority. <b>Origins E3:</b> The Deeds of the Divine Augustus. <b>Origins E4:</b> An Imperial Edict Restraining Officials from Evil. <b>Origins E5:</b> Spanish Conquest of the Aztec Empire. <b>Origins E6:</b> Differing Perspectives on Imperialism. <b>1750 U2:</b> The Inoculation Debate. <b>1750 U4:</b> Why Was Slavery Abolished? <b>1750 U8:</b> Who Started the Cold War?
<b>Integration of Knowledge and Ideas</b>		
L11-12RHSS7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.	<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>CO2:</b> Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives. <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 E5:</b> When Countries Industrialized. <b>Origins E7:</b> The World in 2050. <b>Project X:</b> Data Exploration: Population; Data Exploration: Urbanization; Making a Prediction Part 1; Data Exploration: War and Peace; Data Exploration: Greenhouse Gas Emissions; Making a Prediction Part 2; Data Exploration: Democracy.
L11-12RHSS8: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.	<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 E1:</b> Intro to Claim Testing. <b>Origins E2:</b> Claim Testing - Authority. <b>Origins E3:</b> Claim Testing - Evidence. <b>Origins E4:</b> Claim Testing - The Muslim World. <b>Origins E6:</b> Claim Testing - Imperialism. <b>Origins E7:</b> Claim Testing - Global Conflict; Claim Testing - Globalization. <b>1750 U4:</b> Claim Testing - Social Class and Gender.
L11-12RHSS9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.	<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>CO2:</b> Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives. <b>CO3:</b> Use primary and secondary sources from multiple perspectives of gender, race, and socioeconomic status or hierarchies to gain a deeper understanding of human history. <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 E3:</b> Era 3 DBQ. <b>Origins E5:</b> Spanish Conquest of the Aztec Empire; Primary Sources - The Mongol Collection; DBQ 5. <b>Origins E7:</b> Primary Sources: The Holocaust; DBQ 7. <b>1750 U2:</b> The Inoculation Debate. <b>1750 U3:</b> Unit 3 DBQ. <b>1750 U4:</b> Why Was Slavery Abolished? <b>1750 U5:</b> DBQ 5. <b>1750 U8:</b> Who Started the Cold War?
<b>Range of Reading and Level of Text Complexity</b>		
L11-12RHSS10: By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently.	<b>CO3:</b> Use primary and secondary sources from multiple perspectives of gender, race, and socioeconomic status or hierarchies to gain a deeper understanding of human history.	<i>Note: The WHP curriculum contains a multitude of primary and secondary sources with varying degrees of text complexity to meet student needs. Teachers may adjust the Lexile level on course readings as needed.</i>

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS GRADES 11-12 (WHST)		
Text Types and Purposes		
<b>L11-12WHST1: Write arguments focused on discipline-specific content.</b>		
a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence	<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 E2:</b> Making Claims - Foraging vs. Farming; Writing - Claim and Focus Part 1; Era 2 LEQ. <b>Origins E3:</b> Making Claims - Expanding Networks; Writing - Analysis and Evidence and WHP Concepts Part 1; Era 3 DBQ. <b>Origins E4:</b> Era 4 LEQ. <b>Origins E5:</b> Making Claims - Pastoral Empires; Writing - Claim and Focus Part 2; DBQ 5. <b>Origins E6:</b> Writing - Analysis and Evidence and WHP Concepts Part 2; Era 6 LEQ. <b>Origins E7:</b> Making Claims - Frames; DBQ 7. <b>1750 U2:</b> Making Claims - Revolutions. <b>1750 U3:</b> Unit 3 DBQ. <b>1750 U4:</b> Making Claims - Capitalism and Socialism; Unit 4 LEQ. <b>1750 U5:</b> DBQ 5. <b>1750 U6:</b> Making Claims - World War I; Unit 6 LEQ. <b>1750 U8:</b> Unit 8 LEQ.
b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.	<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 E2:</b> Making Claims - Foraging vs. Farming; Writing - Claim and Focus Part 1; Era 2 LEQ. <b>Origins E3:</b> Making Claims - Expanding Networks; Writing - Analysis and Evidence and WHP Concepts Part 1; Era 3 DBQ. <b>Origins E4:</b> Era 4 LEQ. <b>Origins E5:</b> Making Claims - Pastoral Empires; Writing - Claim and Focus Part 2; DBQ 5. <b>Origins E6:</b> Writing - Analysis and Evidence and WHP Concepts Part 2; Era 6 LEQ. <b>Origins E7:</b> Making Claims - Frames; DBQ 7. <b>1750 U2:</b> Making Claims - Revolutions. <b>1750 U3:</b> Unit 3 DBQ. <b>1750 U4:</b> Making Claims - Capitalism and Socialism; Unit 4 LEQ. <b>1750 U5:</b> DBQ 5. <b>1750 U6:</b> Making Claims - World War I; Unit 6 LEQ. <b>1750 U8:</b> Unit 8 LEQ.
c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	<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 E2:</b> Era 2 LEQ. <b>Origins E3:</b> Era 3 DBQ. <b>Origins E4:</b> Era 4 LEQ. <b>Origins E5:</b> DBQ 5. <b>Origins E6:</b> Era 6 LEQ. <b>Origins E7:</b> DBQ 7. <b>1750 U3:</b> Unit 3 DBQ. <b>1750 U4:</b> Unit 4 LEQ. <b>1750 U5:</b> DBQ 5. <b>1750 U6:</b> Unit 6 LEQ. <b>1750 U8:</b> Unit 8 LEQ.
d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	<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 E2:</b> Era 2 LEQ. <b>Origins E3:</b> Era 3 DBQ. <b>Origins E4:</b> Era 4 LEQ. <b>Origins E5:</b> DBQ 5. <b>Origins E6:</b> Era 6 LEQ. <b>Origins E7:</b> DBQ 7. <b>1750 U3:</b> Unit 3 DBQ. <b>1750 U4:</b> Unit 4 LEQ. <b>1750 U5:</b> DBQ 5. <b>1750 U6:</b> Unit 6 LEQ. <b>1750 U8:</b> Unit 8 LEQ.
e. Provide a concluding statement or section that follows from or supports the argument presented.	<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 E2:</b> Era 2 LEQ. <b>Origins E3:</b> Era 3 DBQ. <b>Origins E4:</b> Era 4 LEQ. <b>Origins E5:</b> DBQ 5. <b>Origins E6:</b> Era 6 LEQ. <b>Origins E7:</b> DBQ 7. <b>1750 U3:</b> Unit 3 DBQ. <b>1750 U4:</b> Unit 4 LEQ. <b>1750 U5:</b> DBQ 5. <b>1750 U6:</b> Unit 6 LEQ. <b>1750 U8:</b> Unit 8 LEQ.
<b>L11-12WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</b>		
a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	<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 E2:</b> Era 2 LEQ. <b>Origins E3:</b> Era 3 DBQ. <b>Origins E4:</b> Era 4 LEQ. <b>Origins E5:</b> DBQ 5. <b>Origins E6:</b> Era 6 LEQ. <b>Origins E7:</b> The World in 2050; DBQ 7. <b>1750 U3:</b> Unit 3 DBQ. <b>1750 U4:</b> Unit 4 LEQ. <b>1750 U5:</b> DBQ 5. <b>1750 U6:</b> Unit 6 LEQ. <b>1750 U8:</b> Unit 8 LEQ. <b>Project X:</b> Final Presentation.
b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	<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 E2:</b> Era 2 LEQ. <b>Origins E3:</b> Era 3 DBQ. <b>Origins E4:</b> Era 4 LEQ. <b>Origins E5:</b> DBQ 5. <b>Origins E6:</b> Era 6 LEQ. <b>Origins E7:</b> The World in 2050; DBQ 7. <b>1750 U3:</b> Unit 3 DBQ. <b>1750 U4:</b> Unit 4 LEQ. <b>1750 U5:</b> DBQ 5. <b>1750 U6:</b> Unit 6 LEQ. <b>1750 U8:</b> Unit 8 LEQ. <b>Project X:</b> Final Presentation.
c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	<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 E2:</b> Era 2 LEQ. <b>Origins E3:</b> Era 3 DBQ. <b>Origins E4:</b> Era 4 LEQ. <b>Origins E5:</b> DBQ 5. <b>Origins E6:</b> Era 6 LEQ. <b>Origins E7:</b> The World in 2050; DBQ 7. <b>1750 U3:</b> Unit 3 DBQ. <b>1750 U4:</b> Unit 4 LEQ. <b>1750 U5:</b> DBQ 5. <b>1750 U6:</b> Unit 6 LEQ. <b>1750 U8:</b> Unit 8 LEQ. <b>Project X:</b> Final Presentation.
d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.	<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 E2:</b> Era 2 LEQ. <b>Origins E3:</b> Era 3 DBQ. <b>Origins E4:</b> Era 4 LEQ. <b>Origins E5:</b> DBQ 5. <b>Origins E6:</b> Era 6 LEQ. <b>Origins E7:</b> The World in 2050; DBQ 7. <b>1750 U3:</b> Unit 3 DBQ. <b>1750 U4:</b> Unit 4 LEQ. <b>1750 U5:</b> DBQ 5. <b>1750 U6:</b> Unit 6 LEQ. <b>1750 U8:</b> Unit 8 LEQ. <b>Project X:</b> Final Presentation.
e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).	<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 E2:</b> Era 2 LEQ. <b>Origins E3:</b> Era 3 DBQ. <b>Origins E4:</b> Era 4 LEQ. <b>Origins E5:</b> DBQ 5. <b>Origins E6:</b> Era 6 LEQ. <b>Origins E7:</b> The World in 2050; DBQ 7. <b>1750 U3:</b> Unit 3 DBQ. <b>1750 U4:</b> Unit 4 LEQ. <b>1750 U5:</b> DBQ 5. <b>1750 U6:</b> Unit 6 LEQ. <b>1750 U8:</b> Unit 8 LEQ. <b>Project X:</b> Final Presentation.

<b>Production and Distribution of Writing</b>		
L11-12WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<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 E2:</b> Era 2 LEQ. <b>Origins E3:</b> Era 3 DBQ. <b>Origins E4:</b> Era 4 LEQ. <b>Origins E5:</b> DBQ 5. <b>Origins E6:</b> Era 6 LEQ. <b>Origins E7:</b> The World in 2050; DBQ 7. <b>1750 U3:</b> Unit 3 DBQ. <b>1750 U4:</b> Unit 4 LEQ. <b>1750 U5:</b> DBQ 5. <b>1750 U6:</b> Unit 6 LEQ. <b>1750 U8:</b> Unit 8 LEQ. <b>Project X:</b> Final Presentation.
L11-12WHST5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	<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>Project Score:</b> Claim and Focus Warm-up; Analysis and Evidence Warm-up; Organization Warm-up; Claim and Focus Revision; Analysis and Evidence Revision; Organization Revision
L11-12WHST6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	<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 E2:</b> Era 2 LEQ. <b>Origins E3:</b> Era 3 DBQ. <b>Origins E4:</b> Era 4 LEQ. <b>Origins E5:</b> DBQ 5. <b>Origins E6:</b> Era 6 LEQ. <b>Origins E7:</b> The World in 2050; DBQ 7. <b>1750 U3:</b> Unit 3 DBQ. <b>1750 U4:</b> Unit 4 LEQ. <b>1750 U5:</b> DBQ 5. <b>1750 U6:</b> Unit 6 LEQ. <b>1750 U8:</b> Unit 8 LEQ. <b>Project X:</b> Final Presentation.
<b>Research to Build and Present Knowledge</b>		
L11-12WHST7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	<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 E7:</b> The World in 2050. <b>Project X:</b> Final Presentation.
L11-12WHST8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	<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 E2:</b> Era 2 LEQ. <b>Origins E3:</b> Era 3 DBQ. <b>Origins E4:</b> Era 4 LEQ. <b>Origins E5:</b> DBQ 5. <b>Origins E6:</b> Era 6 LEQ. <b>Origins E7:</b> The World in 2050; DBQ 7. <b>1750 U3:</b> Unit 3 DBQ. <b>1750 U4:</b> Unit 4 LEQ. <b>1750 U5:</b> DBQ 5. <b>1750 U6:</b> Unit 6 LEQ. <b>1750 U8:</b> Unit 8 LEQ. <b>Project X:</b> Final Presentation.
L11-12WHST9: Draw evidence from informational texts to support analysis, reflection, and research.	<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 E2:</b> Era 2 LEQ. <b>Origins E3:</b> Era 3 DBQ. <b>Origins E4:</b> Era 4 LEQ. <b>Origins E5:</b> DBQ 5. <b>Origins E6:</b> Era 6 LEQ. <b>Origins E7:</b> The World in 2050; DBQ 7. <b>1750 U3:</b> Unit 3 DBQ. <b>1750 U4:</b> Unit 4 LEQ. <b>1750 U5:</b> DBQ 5. <b>1750 U6:</b> Unit 6 LEQ. <b>1750 U8:</b> Unit 8 LEQ. <b>Project X:</b> Final Presentation.
<b>Range of Writing</b>		
L11-12WHST10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<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 E2:</b> Making Claims - Foraging vs. Farming; Writing - Claim and Focus Part 1; Era 2 LEQ. <b>Origins E3:</b> Making Claims - Expanding Networks; Writing - Analysis and Evidence and WHP Concepts Part 1; Era 3 DBQ. <b>Origins E4:</b> Era 4 LEQ. <b>Origins E5:</b> Making Claims - Pastoral Empires; Writing - Claim and Focus Part 2; DBQ 5. <b>Origins E6:</b> Writing - Analysis and Evidence and WHP Concepts Part 2; Era 6 LEQ. <b>Origins E7:</b> Making Claims - Frames; The World in 2050; DBQ 7. <b>1750 U2:</b> Making Claims - Revolutions. <b>1750 U3:</b> Unit 3 DBQ. <b>1750 U4:</b> Making Claims - Capitalism and Socialism; Unit 4 LEQ. <b>1750 U5:</b> DBQ 5. <b>1750 U6:</b> Making Claims - World War I; Unit 6 LEQ. <b>1750 U8:</b> Unit 8 LEQ. <b>Project X:</b> Final Project.