



# WHP AND ILLINOIS'S LEARNING STANDARDS FOR THE SOCIAL SCIENCES

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## Illinois WHP Executive Summary

The World History Project (WHP) curriculum provides an opportunity for Illinois's high school students to develop a well-grounded foundation for deep understanding of world history through its readings, videos, and activities. WHP aligns with the vast majority of the Illinois Learning Standards (ILS) for the Social Sciences. Accordingly, teachers are encouraged to revise or include additional materials at any point in the course in order to focus on, or dig more deeply into, specific topics such as those in economics or financial literacy. WHP includes two chronological courses: Origins to the Present and 1750 to Present. As Illinois allows districts to choose from a number of social science courses from their catalogue, districts and schools could decide which course best suits their needs. In addition, the beauty of the WHP course is that it can be molded to conform to a variety of periodizations. The accompanying crosswalk provides examples of aligned materials from both courses.

## WHP and Illinois's Learning Standards for the Social Sciences

While completing the WHP curriculum, students will learn historical content through various frames and will develop and apply their inquiry skills.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 ILS such as “**SS.IS.5.9-12** Identify evidence that draws from multiple sources to revise and strengthen claims” and “**SS.IS.6.9-12** Construct and evaluate explanations and arguments using multiple sources and relevant, verified information.” WHP also includes multiple opportunities for students to engage further in inquiry-based learning by focusing on a number of practices: reading, writing, claim testing, causation, comparison, contextualization, continuity and change over time, and sourcing. In addition, 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 such topics as the formation of agrarian societies, belief systems, the Columbian Exchange, the Transatlantic Slave Trade, the Industrial Revolution, imperialism and colonial responses, the world wars, the Cold War and decolonization, and globalization. Additional information on the frames and scales can be found in the WHP Course Guide. The Illinois Learning Standards for the Social Sciences state that the purpose of the standards is “to produce Illinois graduates who are civically engaged, socially responsible, culturally aware, and financially literate.” The WHP course includes content to address all of these goals from learning about the foundations of government, the concept of sovereignty, and the development of economic systems to encouraging students to be both socially responsible and culturally aware in their interactions with other people, groups, and the environment. In addition, the ILS standards outline “two complementary categories: inquiry skills and disciplinary

concepts” and “although they are distinguished in the document, it is expected that they will be used simultaneously.” The WHP course was designed on these same principles and includes the content to fulfill the historical and geographical standards while also attending to historical thinking and reasoning practices. Thus, WHP is an excellent fit for meeting Illinois’s high school world history course expectations.

The WHP course meets the required historical thinking and literacy practices and provides the scaffolding necessary for teachers to engage student learning while meeting the needs of all learners in the classroom. WHP was designed with current research in literacy and historical thinking practices in mind and does an excellent job supporting teachers and scaffolding students into these new expectations. The WHP eras and units include multiple opportunities for students to engage in inquiry-based learning as they examine primary and secondary sources, develop and test claims, create arguments, and develop their writing skills. These inquiry-based opportunities are reinforced through practice progressions. WHP incorporates disciplinary thinking and literacy practices into its curriculum and enables students to learn and practice inquiry-based skills at increasing complexity. For example, the sourcing and claim testing progressions are aligned to Illinois’s inquiry skills for **Gathering and Evaluating Sources** and **Developing Claims and Using Evidence** (SS.IS.4.9-12 through SS.IS.6.9-12) as well as to the history standards in the category **Historical Sources and Evidence** (SS.H.9.9-12). The continuity and change over time (CCOT) and contextualization progressions align to Illinois’s history standards for **Change, Continuity, and Context** (SS.H.1.9-12 through SS.H.3.9-12) and those for **Perspectives** (SS.H.4.9-12 through SS.H.8.9-12). Finally, the causation and writing progressions align to Illinois’s history standards for Causation and Argumentation (SS.H.10.9-12 through SS.H.12.9-12). 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 Illinois’s students to meet a majority of the standards and to develop the ways of thinking, reading, and writing set forth in the College and Career Readiness Standards and the C3 Framework. WHP will reinforce the inquiry skills and the content and knowledge that is expected from Illinois’s high school world history course.

Illinois Standards WHP Objectives Crosswalk

Inquiry Skills

| ILLINOIS HIGH SCHOOL SOCIAL STUDIES LEARNING STANDARDS  | WORLD HISTORY PROJECT COURSE OBJECTIVES (CO) AND LEARNING OBJECTIVES (1750 COURSE=U#-#; ORIGINS COURSE= E#-#; U.#-#/E.#-#=LEARNING OBJECTIVES IN SUBUNITS) THAT SUPPORT ILLINOIS SKILLS AND STANDARDS  | RELEVANT WHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT ILLINOIS SKILLS AND STANDARDS   |
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| <b>INQUIRY SKILLS</b>   |  |  |
| <p><b>SS.IS.1.9-12 CREATING ESSENTIAL QUESTIONS:</b> Address essential questions that reflect an enduring issue in the field.</p>   | <p><b>Origins CO1 and 1750 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 CO5 and 1750 CO5:</b> Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.</p>   | <p><b>Origins and 1750:</b> Note that both courses have assets that focus on enduring issues in the field. The following examples relate to population, the environment, and globalization: <b>Origins E7 and 1750 U9:</b> "Population and Environmental Trends: 1880 to the Present"; "Is the World Flat or Spiky?"; "WTO Resistance"; Indigenous Americans and Globalization; "The Zapatistas in Mexico"; Claim Testing - Globalization; "The Trouble with Globalization"; UN Sustainable Development Goals; "The Anthropocene"; Humans and Energy: CCWH; "The Flower Industry in Colombia"; "Bangalore: City of High Tech"; Mexico City; Green Revolution; Drought and Famine: CCWH; Humans and Energy: CCWH; "Environmentalism"</p>  |
| <p><b>SS.IS.2.9-12 CREATING SUPPORTING QUESTIONS:</b> Explain how supporting questions contribute to an inquiry.</p>  | <p><b>Origins CO1 and 1750 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 CO5 and 1750 CO5:</b> Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.</p>   | <p><b>Origins E3:</b> Sourcing - "The Deeds of the Divine Augustus"; Jenne-Jeno <b>Origins E4:</b> Sourcing - Emperor Hongwu's Edict <b>Origins E5:</b> "Sources of Mongol History"; Sourcing - Spanish Conquest of the Aztec Empire <b>Origins E6:</b> Sourcing - Differing Perspectives on Imperialism <b>1750 U1:</b> "Primary Sources: Europe and China in 1750"; "Primary Sources: The World In 1750" <b>1750 U2:</b> Sourcing – The Inoculation Debate <b>1750 U3:</b> "Industrial Revolution Primary Sources" <b>1750 U4:</b> Sourcing – Why Was Slavery Abolished? <b>1750 U5:</b> Gentlemen of the Jungle; Sourcing - Differing Perspectives on Imperialism <b>1750 U7:</b> "Primary Sources of Internationalism" <b>1750 U8:</b> Sourcing - Who Started the Cold War?</p>  |
| <p><b>SS.IS.3.9-12 DETERMINING HELPFUL SOURCES:</b> Develop new supporting and essential questions through investigation, collaboration, and using diverse sources.</p>   | <p><b>Origins CO5 and 1750 CO5:</b> Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.</p>   | <p><b>Origins E3:</b> Contextualization - Agrarian Societies <b>1750 U3:</b> Contextualization - How Was Industrialization Possible? <b>Origins E4:</b> Contextualization - Mansa Musa <b>1750 U4:</b> Contextualization-Child Labor <b>Origins E5:</b> Contextualization - Pastoral Empires: Mongols and Comanches <b>1750 U5:</b> Contextualization - Opium Wars <b>Origins E6:</b> Contextualization - Child Labor <b>1750 U7:</b> Contextualization - The Great Depression <b>Origins E4:</b> Claim Testing - The Muslim World <b>1750 U4:</b> Claim Testing - Social Class and Gender <b>Origins E6 and 1750 U5:</b> Claim Testing - Imperialism <b>Origins E7 and 1750 U7:</b> Claim Testing - Global Conflict <b>Origins E7 and 1750 U9:</b> Claim Testing - Globalization <b>Origins E7 and 1750 U8:</b> Cold War Crisis <b>Origins E7 and 1750 U7:</b> Human Rights and Asylum Debate</p> |
| <p><b>SS.IS.4.9-12 GATHERING AND EVALUATING SOURCES:</b> Gather and evaluate information from multiple sources while considering the origin, credibility, point of view, authority, structure, context, and corroborative value of sources.</p> | <p><b>Origins CO1 and 1750 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 CO2 and 1750 CO2:</b> Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives. <b>Origins CO5 and 1750 CO5:</b> Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.</p> | <p><b>Origins/1750:</b> DBQs and LEQs (multiple units) <b>Origins E7:</b> Comparison - Decolonizing Women; Comparison - Rights Documents <b>1750 U2:</b> Revolutionary Women <b>1750 U8:</b> Comparison - Decolonizing Women <b>1750 U9:</b> Comparison - Rights Documents <b>1750 U9:</b> CCOT – Unit Comparisons</p>   |

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| <p><b>SS.IS.5.9-12 DEVELOPING CLAIMS AND USING EVIDENCE:</b> Identify evidence that draws information from multiple sources to revise and strengthen claims.</p>   | <p><b>Origins CO5 and 1750 CO5:</b> Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.</p>   | <p><b>Origins E2 and 1750 U2:</b> Claim Testing - Authority <b>Origins E3 and 1750 U3:</b> Claim Testing - Evidence <b>Origins E4:</b> Claim Testing - The Muslim World <b>1750 U4:</b> Claim Testing - Social Class and Gender <b>Origins E6 and 1750 U5:</b> Claim Testing - Imperialism <b>Origins E7 and 1750 U7:</b> Claim Testing - Global Conflict <b>Origins E7 and 1750 U9:</b> Claim Testing - Globalization <b>Origins E7 and 1750 U8:</b> Cold War Crisis <b>Origins E7 and 1750 U7:</b> Human Rights and Asylum Debate <b>Origins (all eras) and 1750 (all units):</b> LEQs and DBQs</p> |
| <p><b>SS.IS.6.9-12 COMMUNICATING CONCLUSIONS:</b> Construct and evaluate explanations and arguments using multiple sources and relevant, verified information.</p>   | <p><b>Origins CO1 and 1750 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 CO2 and 1750 CO2:</b> Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives.</p> | <p><b>Origins E2 and 1750 U2:</b> Claim Testing - Authority <b>Origins E3 and 1750 U3:</b> Claim Testing - Evidence <b>Origins E4:</b> Claim Testing - The Muslim World <b>1750 U4:</b> Claim Testing - Social Class and Gender <b>Origins E6 and 1750 U5:</b> Claim Testing - Imperialism <b>Origins E7 and 1750 U7:</b> Claim Testing - Global Conflict <b>Origins E7 and 1750 U9:</b> Claim Testing - Globalization <b>Origins E7 and 1750 U8:</b> Cold War Crisis <b>Origins E7 and 1750 U7:</b> Human Rights and Asylum Debate <b>Origins (all eras) and 1750 (all units):</b> LEQs and DBQs</p> |
| <p><b>SS.IS.7.9-12 CRITIQUING CONCLUSIONS:</b> Articulate explanations and arguments to a targeted audience in diverse settings.</p>   | <p><b>Origins CO1 and 1750 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 and 1750 (all eras/units):</b> DBQs and LEQs <b>Origins and 1750:</b> Course Culminating Project</p>  |
| <p><b>SS.IS.8.9-12 TAKING INFORMED ACTION:</b> Use interdisciplinary lenses to analyze the causes and effects of and identify solutions to local, regional, or global concerns.</p>                              | <p><b>Origins CO5 and 1750 CO5:</b> Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.</p>   | <p><b>Origins E6 and 1750 U4:</b> The Sadler Report <b>Origins E7 and 1750 U6:</b> World War I Peace Talks <b>Origins E7 and 1750 U7:</b> Human Rights and Asylum Debate <b>Origins E7 and 1750 U8:</b> And then Gandhi Came: Nationalism, Revolution, and Sovereignty; Nonviolence and Peace Movements: CCWH</p>   |
| <p><b>SS.IS.8.9-12 TAKING INFORMED ACTION:</b> Use deliberative processes and apply democratic strategies and procedures to address local, regional, or global concerns and take action in or out of school.</p> | <p><b>Origins CO1 and 1750 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 E7 and 1750 U2 and U9:</b> Who Am I?; Responsibility and Compassion; Human Rights and Asylum Debate; UN Sustainable Development Goals</p>   |

# Illinois Standards WHP Objectives Crosswalk

## Civics

| ILLINOIS HIGH SCHOOL SOCIAL STUDIES LEARNING STANDARDS  | WORLD HISTORY PROJECT COURSE OBJECTIVES (CO) AND LEARNING OBJECTIVES (1750 COURSE=U##; ORIGINS COURSE= E##-#; U.#-#/E.#-#=LEARNING OBJECTIVES IN SUBUNITS) THAT SUPPORT ILLINOIS SKILLS AND STANDARDS | RELEVANT WHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT ILLINOIS SKILLS AND STANDARDS   |
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| <b>CIVICS</b>   |   |  |
| <b>SS.CV.1.9-12 CIVIC AND POLITICAL INSTITUTIONS:</b> Distinguish the rights, roles, powers, and responsibilities of individuals and institutions in the political system.  | <b>Origins and 1750 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution.   | <b>Origins E7 and 1750 U8:</b> Comparison - Rights Documents; And then Gandhi Came: Nationalism, Revolution, and Sovereignty; Nonviolence and Peace Movements: CCWH; Human Rights and Asylum Debate  |
| <b>SS.CV.2.9-12 CIVIC AND POLITICAL INSTITUTIONS:</b> Evaluate the opportunities and limitations of participation in elections, voting, and the electoral process.  | <b>Origins and 1750 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution.   | <b>Origins E7 and 1750 U8:</b> Comparison - Rights Documents; And then Gandhi Came: Nationalism, Revolution, and Sovereignty; Nonviolence and Peace Movements: CCWH; Human Rights and Asylum Debate  |
| <b>SS.CV.3.9-12 CIVIC AND POLITICAL INSTITUTIONS:</b> Analyze the impact of constitutions, laws, and agreements on the maintenance of order, justice, equality, and liberty.  | <b>Origins and 1750 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution.   | <b>Origins E6:</b> The Atlantic Revolutions <b>1750 U2:</b> Economic and Material Causes of Revolt <b>Origins E6 and 1750 U5:</b> Struggle and Transformation in China <b>Origins E7 and 1750 U6:</b> Capitalism and World War I; The Power of One: The Russian Revolution; World War I Peace Talks <b>Origins E7 and 1750 U7:</b> Fascist Histories, Part I |
| <b>SS.CV.4.9-12 CIVIC AND POLITICAL INSTITUTIONS:</b> Explain how the U.S. Constitution established a system of government that has powers, responsibilities, and limits that have changed over time and are still contested while promoting the common good and protecting rights. | <b>Origins and 1750 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution.   | <b>Origins E6:</b> The Atlantic Revolutions <b>1750 U2:</b> Economic and Material Causes of Revolt <b>Origins E7 and 1750 U8:</b> Comparison - Rights Documents  |
| <b>SS.CV.5.9-12 PARTICIPATION AND DELIBERATION: APPLY THE CIVIC VIRTUES AND DEMOCRATIC PRINCIPALS:</b> Analyze the impact of personal interest and diverse perspectives on the application of civic dispositions, democratic principles, constitutional rights, and human rights.   | <b>Origins and 1750 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution.   | <b>Origins E7 and 1750 U8:</b> Comparison - Rights Documents; And then Gandhi Came: Nationalism, Revolution, and Sovereignty; Watch: Nonviolence and Peace Movements: Crash Course World History 228; Human Rights and Asylum Debate   |
| <b>SS.CV.6.9-12 PARTICIPATION AND DELIBERATION: APPLY THE CIVIC VIRTUES AND DEMOCRATIC PRINCIPALS:</b> Describe how political parties, the media, and public interest groups both influence and reflect social and political interests.   | <b>Origins and 1750 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution.   |  |
| <b>SS.CV.7.9-12 PARTICIPATION AND DELIBERATION: APPLY THE CIVIC VIRTUES AND DEMOCRATIC PRINCIPALS:</b> Describe the concepts and principles that are inherent to American Constitutional Democracy.   | <b>Origins and 1750 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution.   | <b>Origins E6:</b> The Atlantic Revolutions <b>1750 U2:</b> Economic and Material Causes of Revolt <b>Origins E7 and 1750 U8:</b> Comparison - Rights Documents  |

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| <p><b>SS.CV.8.9-12 PROCESSES, RULES, AND LAWS:</b> Analyze how individuals use and challenge laws to address a variety of public issues.</p>           | <p><b>Origins and 1750 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution.</p>                             | <p><b>Origins E6 and 1750 U2:</b> Sovereignty; The Atlantic Revolutions; Revolutionary Women <b>1750 U2:</b> Tea, Taxes, and the American Revolution: CCWH; The French Revolution: CCWH; Haitian Revolutions: CCWH; Latin American Revolutions: CCWH; The World Revolution of 1848; Ethnic Nationalism <b>Origins E6 and 1750 U4:</b> The Rise of the Proletariat; Sadler Report; Child Labor; Slavery and Capitalism; Why Was Slavery Abolished; A World Tour of Women's Suffrage <b>Origins E6 and 1750 U5:</b> Responses to Industrial Imperialism; Dual Consciousness <b>Origins E7 and 1750 U8:</b> Decolonizing Women; And Then Gandhi Came; Resisting Colonialism: Through a Ghanaian Lens <b>1750 U8:</b> Decolonization and the Cold War: Through a Caribbean Lens; Decolonization and the Cold War: Through an Asian Lens; Collapse of Communism; Apartheid</p> |
| <p><b>SS.CV.9.9-12 PROCESSES, RULES, AND LAWS:</b> Evaluate public policies in terms of intended and unintended outcomes and related consequences.</p> | <p><b>Origins and 1750 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution.</p>                             | <p><b>1750 U3:</b> Causation - Industrialization to Migration <b>1750 U5:</b> Causation - Indian Uprising <b>1750 U7:</b> Causation – WWII</p>  |
| <p><b>SS.CV.10.9-12 PROCESSES, RULES, AND LAWS:</b> Explain the role of compromise and deliberation in the legislative process.</p>                    | <p><b>Origins CO1 and 1750 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 E6 and 1750 U4:</b> Sadler Report <b>Origins E7 and 1750 U7:</b> Human Rights and Asylum Debate <b>1750 U6:</b> World War I Peace Talks <b>1750 U7:</b> Appeasement Simulation</p>  |



# Illinois Standards WHP Objectives Crosswalk

## Geography

| ILLINOIS HIGH SCHOOL SOCIAL STUDIES LEARNING STANDARDS  | WORLD HISTORY PROJECT COURSE OBJECTIVES (CO) AND LEARNING OBJECTIVES (1750 COURSE=U#-#; ORIGINS COURSE= E#-#; U.#-#/E.#-#=LEARNING OBJECTIVES IN SUBUNITS) THAT SUPPORT ILLINOIS SKILLS AND STANDARDS   | RELEVANT WHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT ILLINOIS SKILLS AND STANDARDS   |
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| <b>GEOGRAPHY</b>  |   |  |
| <p><b>SS.G.1.9-12 GEOGRAPHIC REPRESENTATIONS:</b> Use maps (created using geospatial and related technologies, if possible), satellite images, and photographs to display and explain the spatial patterns of physical, cultural, political, economic, and environmental characteristics.</p> | <p><b>Origins and 1750 CO5:</b> Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.</p>  | <p><b>Origins and 1750:</b> Note that there are geography activities in the .0 lessons of each era/unit.</p>   |
| <p><b>SS.G.2.9-12 GEOGRAPHIC REPRESENTATIONS:</b> Use self-collected or pre-existing data sets to generate spatial patterns at multiple scales that can be used to conduct analyses or to take civic action.</p>  | <p><b>Origins and 1750 CO5:</b> Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.</p>  | <p><b>Origins and 1750:</b> Note that there are geography activities in the .0 lessons of each era/unit.</p>   |
| <p><b>SS.G.3.9-12 HUMAN/ENVIRONMENT INTERACTION:</b> Analyze and explain how humans impact and interact with the environment and vice versa.</p>  | <p><b>Origins CO5 and 1750 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. <b>Origins E.4-5 and 1750 9.1-2:</b> Assess how globalization both positively and negatively affects human communities, networks, and production and distribution.</p>   | <p><b>1750 U3:</b> The Urbanization Game <b>Origins E7 and 1750 U6:</b> World War I: A Total War? <b>Origins E7 and 1750 U9:</b> The Trouble with Globalization; Is the World Flat or Spiky?; Indigenous Americans and Globalization; Unit 9 Problem Notebook; UN Sustainable Development Goals; Population Explosion and Environmental Trends: 1880 to the Present; Green Revolution; Drought and Famine: CCWH; Humans and Energy: CCWH; Environmentalism</p> |
| <p><b>SS.G.4.9-12 HUMAN/ENVIRONMENT INTERACTION:</b> Evaluate how political and economic decisions have influenced cultural and environmental characteristics of various places and regions.</p>  | <p><b>Origins CO4 and 1750 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. <b>1750 5.0-2:</b> Examine the ways in which colonialism directly impacted societies, and continue to do so today. <b>1750 5.0-3:</b> Understand and evaluate how communities responded to increased industrialization and the expansion of empires.</p> | <p><b>Origins E5:</b> The Columbian Exchange; Era 5 Overview: The First Global Age; Overview of New Economic Systems <b>Origins E6 and 1750 U5:</b> Unit 5: Imperialism, Colonialism and Responses</p>   |
| <p><b>SS.G.5.9-12 HUMAN/ENVIRONMENT INTERACTION:</b> Analyze how human societies plan for and respond to the consequences of human-made and naturally occurring catastrophes and how these events impact trade, politics, and migration.</p>  | <p><b>Origins CO4 and 1750 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution.</p>  | <p><b>Origins E7 and 1750 U7:</b> The Second World War; Nuclear Bombs <b>Origins E7 and 1750 U9:</b> The Trouble with Globalization; Is the World Flat or Spiky?; Indigenous Americans and Globalization; Unit 9 Problem Notebook; UN Sustainable Development Goals; Population Explosion and Environmental Trends: 1880 to the Present; Green Revolution; Drought and Famine: CCWH; Humans and Energy: CCWH; Environmentalism</p>                             |

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| <p><b>SS.G.6.9-12 HUMAN POPULATION:</b><br/>Analyze how historical events and the diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.</p> | <p><b>Origins CO4 and 1750 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution.</p>  | <p><b>Origins E5:</b> The Columbian Exchange; Transatlantic Migration Patterns: The Voluntary and Involuntary Movement of People <b>1750 U1:</b> Americas in 1750 <b>Origins E6 and 1750 U3:</b> Unit 3: Industrialization; Urbanization Game</p>  |
| <p><b>SS.G.7.9-12 HUMAN POPULATION:</b><br/>Evaluate how economic activities and political decisions impact spatial patterns within and among urban, suburban, and rural regions.</p>                                       | <p><b>Origins CO4 and 1750 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. <b>1750 5.0-2:</b> Examine the ways in which colonialism directly impacted societies, and continue to do so today. <b>1750 5.0-3:</b> Understand and evaluate how communities responded to increased industrialization and the expansion of empires.</p>   | <p><b>Origins E5:</b> The Columbian Exchange; Era 5 Overview: The First Global Age; Overview of New Economic Systems <b>Origins E6 and 1750 U5:</b> Unit 5: Imperialism, Colonialism and Responses</p>   |
| <p><b>SS.G.8.9-12 HUMAN POPULATION:</b><br/>Evaluate how short- and long-term climate variability impacts human migration and settlement patterns, resource use, and land uses.</p>   | <p><b>Origins CO5 and 1750 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. <b>Origins E.4-5 and 1750 9.1-2:</b> Assess how globalization both positively and negatively affects human communities, networks, and production and distribution.</p>   | <p><b>Origins E7 and 1750 U9:</b> UN Sustainable Development Goals; Population Explosion and Environmental Trends: 1880 to the Present; Green Revolution; Drought and Famine: CCWH; Humans and Energy: CCWH; Environmentalism</p>  |
| <p><b>SS.G.9.9-12 GLOBAL INTERCONNECTIONS:</b> Describe and explain the characteristics that constitute a particular culture.</p>   | <p><b>Origins CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, production and distribution, and population. <b>Origins E2-4:</b> Evaluate, create and support arguments using historical evidence for why many early human communities made the switch from foraging to farming. <b>Origins E2-5:</b> Understand and evaluate the positive and negative aspects of different types of human communities and how foraging, pastoral, and farming communities interacted.</p> | <p><b>Origins E2:</b> Era 2 Overview Video; Era 2 Overview – The Earliest Humans; Human Communities Populate the Earth; Art of the Paleolithic; The Importance of Art as Historical Evidence; The Chronometric Revolution; Comparison - Archaeological Sites; Paleolithic Culture and Common Human Experiences; Language Networks and Social Life; Why Does Language Matter; Farming and the State; Causation - From Foraging to Complex Societies</p> |
| <p><b>SS.G.10.9-12 GLOBAL INTERCONNECTIONS:</b> Explain how and why culture shapes worldview.</p>   | <p><b>Origins CO4 and 1750 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. <b>1750 9.2-4:</b> Examine how nonviolent resistance and the fight for human rights impacts human communities.</p>   | <p><b>Origins E5:</b> The Disastrous Effects of Increased Global Interactions c. 1500 to c. 1600; Overview of New Economic Systems <b>Origins E6 and 1750 U6:</b> The Power of One: The Russian Revolution <b>1750 U8:</b> Apartheid <b>Origins E7 and 1750 U9:</b> Watch: Nonviolence and Peace Movements: Crash Course World History 228</p>   |
| <p><b>SS.G.11.9-12 GLOBAL INTERCONNECTIONS:</b> Explain how globalization impacts the cultural, political, economic, and environmental characteristics of a place or region.</p>  | <p><b>Origins CO4 and 1750 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution.</p>  | <p><b>Origins E7 and 1750 U9:</b> CCOT – Era Comparisons; Dollar Street Project; Rise of China; Following Goods Across the World; International Institutions; UN Development Goals <b>1750 U9:</b> The Flower Industry in Colombia: The Good, the Bad and the Ugly of Globalization</p>  |

# Illinois Standards WHP Objectives Crosswalk

## Economy

| ILLINOIS HIGH SCHOOL SOCIAL STUDIES LEARNING STANDARDS  | WORLD HISTORY PROJECT COURSE OBJECTIVES (CO) AND LEARNING OBJECTIVES (1750 COURSE=U#-#; ORIGINS COURSE= E#-#; U.#-#/E.#-#=LEARNING OBJECTIVES IN SUBUNITS) THAT SUPPORT ILLINOIS SKILLS AND STANDARDS  | RELEVANT WHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT ILLINOIS SKILLS AND STANDARDS  |
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| <b>ECONOMICS</b>  |  |   |
| <p><b>SS.EC.1.9-12 ECONOMIC DECISION MAKING:</b> Analyze how scarcity and incentives influence choices to consume or produce for different individuals and groups.</p>          | <p><b>Origins CO4 and 1750 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. <b>Origins E5-2:</b> Analyze how global interconnections impacted political systems, trade networks, and the biosphere/environment.</p> | <p><b>Origins E5:</b> Crops that Grew the World; The Columbian Exchange; The Disastrous Effects of Increased Global Interactions c. 1500 to c. 1600; Overview of New Economic Systems; The Transatlantic Slave Trade <b>1750 U1:</b> Production and Distribution in 1750 <b>1750 U5:</b> Unit 5: Imperialism, Colonialism and Responses; Tools of Imperialism <b>1750 U6:</b> World War I: A Total War? <b>1750 U7:</b> Global Great Depression; The Global Story of the 1930's; Economics in the Second World War</p>  |
| <p><b>SS.EC.2.9-12 ECONOMIC DECISION MAKING:</b> Use marginal benefits and marginal costs to propose a solution to</p>  |  |   |
| <p><b>SS.EC.3.9-12 EXCHANGE AND MARKETS:</b> Evaluate how much competition exists within and among sellers and buyers in specific markets.</p>                                  | <p><b>Origins and 1750 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, production and distribution, and population.</p>   | <p><b>Origins and 1750 course:</b> Frames videos (Production and Distribution) and Overview videos and articles <b>Origins and 1750:</b> The production and distribution frame as well as the network frame address economic topics such as this one. See the Frame Videos in all .0 lessons of the course. <b>Origins E7 and 1750 U6:</b> Capitalism and World War I <b>Origins E7 and 1750 U9:</b> Introduction to Globalization; Dollar Street; Is the World Flat or Spiky?; Globalization I - The Upside: Crash Course; The Rise of China; Following Goods Across the World</p> |
| <p><b>SS.EC.4.9-12 EXCHANGE AND MARKETS:</b> Evaluate the effectiveness of government policies to improve market outcomes, address inequality, or reduce inefficiencies.</p>    | <p><b>Origins CO4 and 1750 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. <b>1750 4-2:</b> Understand the new economic systems that were developed in response to industrialization.</p>                          | <p><b>Origins E5:</b> Overview of New Economic Systems <b>1750 U1:</b> Production and Distribution in 1750 <b>Origins E6 and 1750 U3:</b> Scale of the Industrial Revolution; Japan's Industrial Revolution <b>Origins E7:</b> Global Story of the 1930s <b>1750 U7:</b> The Global Great Depression</p>  |
| <p><b>SS.EC.5.9-12 EXCHANGE AND MARKETS:</b> Analyze the ways in which competition and government regulation influence what is produced and distributed in a market system.</p> | <p><b>Origins CO4 and 1750 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution.</p>   | <p><b>1750 U1:</b> Production and Distribution in 1750 <b>Origins E6 and 1750 U3:</b> The Global Transformations of the Industrial Revolution; Egypt's Industrial Revolution <b>Origins E7 and 1750 U9:</b> CCOT – Era Comparisons; Dollar Street Project; "Rise of China"; "Following Goods Across the World"; "International Institutions"; UN Development Goals <b>1750 U9:</b> The Flower Industry in Colombia: The Good, the Bad and the Ugly of Globalization</p>   |
| <p><b>SS.EC.6.9-12 NATIONAL AND GLOBAL ECONOMY:</b> Use data and economic indicators to analyze past and current states of the economy and predict future trends.</p>           | <p><b>Origins CO4 and 1750 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution.</p>   | <p><b>Origins and 1750:</b> Note that there are data explorations in the .0 lessons of each era/unit.</p>   |

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| <p><b>SS.EC.7.9-12 NATIONAL AND GLOBAL ECONOMY:</b> Describe how government policies are influenced by and impact a variety of stakeholders.</p>   | <p><b>Origins CO4 and 1750 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution.</p>  | <p><b>Origins E5:</b> Overview of New Economic Systems<br/> <b>1750 U1:</b> Production and Distribution in 1750<br/> <b>Origins E6 and 1750 U3:</b> Scale of the Industrial Revolution; Japan's Industrial Revolution<br/> <b>Origins E7:</b> Global Story of the 1930s<br/> <b>1750 U7:</b> The Global Great Depression</p>   |
| <p><b>SS.EC.8.9-12 NATIONAL AND GLOBAL ECONOMY:</b> Analyze how advances in technology and investment in capital goods and human capital affect economic growth and standards of living.</p> | <p><b>Origins CO4 and 1750 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. <b>1750 4-2:</b> Understand the new economic systems that were developed in response to industrialization.</p>   | <p><b>Origins E5:</b> Crops that Grew the World; The Columbian Exchange; The Disastrous Effects of Increased Global Interactions c. 1500 to c. 1600; Overview of New Economic Systems; The Transatlantic Slave Trade<br/> <b>1750 U1:</b> Production and Distribution in 1750<br/> <b>1750 U5:</b> Unit 5: Imperialism, Colonialism and Responses; Tools of Imperialism<br/> <b>1750 U6:</b> World War I: A Total War?<br/> <b>1750 U7:</b> Global Great Depression; The Global Story of the 1930's; Economics in the Second World War</p> |
| <p><b>SS.EC.9.9-12 NATIONAL AND GLOBAL ECONOMY:</b> Analyze the role of comparative advantage in local, national, and global trade of goods and services.</p>                                | <p><b>Origins CO4 and 1750 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution.</p>  | <p><b>Origins E7 and 1750 U6:</b> Capitalism and World War I<br/> <b>Origins E7 and 1750 U7:</b> Global Great Depression; The Global Story of the 1930's<br/> <b>1750 U8:</b> Devastation of Old Markets<br/> <b>Origins E7 and 1750 U9:</b> Introduction to Globalization; Dollar Street; Is the World Flat or Spiky?; Globalization I - The Upside: Crash Course; The Rise of China; Following Goods Across the World</p>  |
| <p><b>SS.EC.10.9-12 NATIONAL AND GLOBAL ECONOMY:</b> Explain how globalization trends and policies affect social, political, and economic conditions in different nations.</p>               | <p><b>Origins E7 and 1750 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. <b>Origins E5-7:</b> Analyze and critique the positive and negative impacts of globalization on human society and the environment. <b>1750 9.1-2:</b> Assess how globalization both positively and negatively affects human communities, networks, and production and distribution.</p> | <p><b>Origins E7 and 1750 U9:</b> CCOT – Era Comparisons; Dollar Street Project; "Rise of China"; "Following Goods Across the World"; "International Institutions"; UN Development Goals<br/> <b>1750 U9:</b> The Flower Industry in Colombia: The Good, the Bad and the Ugly of Globalization</p>   |
| <p><b>SS.EC.FL.1.9-12 FINANCIAL LITERACY:</b> Analyze the costs and benefits of various strategies to increase income.</p>   |   |  |
| <p><b>SS.EC.FL.2.9-12 FINANCIAL LITERACY:</b> Explain how to make informed financial decisions by collecting information, planning, and budgeting.</p>                                       |   |  |
| <p><b>SS.EC.FL.3.9-12 FINANCIAL LITERACY:</b> Explain how time, interest rates, and inflation influence saving patterns over a lifetime.</p>   |   |  |
| <p><b>SS.EC.FL.4.9-12 FINANCIAL LITERACY:</b> Analyze costs and benefits of different credit and payment options for goods and services, the role of lenders, and interest.</p>              |   |  |
| <p><b>SS.EC.FL.5.9-12 FINANCIAL LITERACY:</b> Evaluate risks and rates of return of diversified investments.</p>   |   |  |
| <p><b>SS.EC.FL.5.9-12 FINANCIAL LITERACY:</b> Analyze the costs and benefits of insurance, including the influence of an individual's characteristics and behavior.</p>                      |   |  |

# Illinois Standards WHP Objectives Crosswalk

## Historical

| ILLINOIS HIGH SCHOOL SOCIAL STUDIES LEARNING STANDARDS  | WORLD HISTORY PROJECT COURSE OBJECTIVES (CO) AND LEARNING OBJECTIVES (1750 COURSE=U#-#; ORIGINS COURSE= E#-#; U.#-#/E.#-#=LEARNING OBJECTIVES IN SUBUNITS) THAT SUPPORT ILLINOIS SKILLS AND STANDARDS  | RELEVANT WHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT ILLINOIS SKILLS AND STANDARDS   |
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| <b>HISTORY</b>  |  |  |
| <p><b>SS.H.1.9-12 CHANGE, CONTINUITY, AND CONTEXT:</b><br/>Evaluate how historical developments were shaped by time and place as well as broader historical contexts.</p> | <p><b>Origins CO5 and 1750 CO5:</b> Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.</p>   | <p><b>Origins E3:</b> Contextualization - Agrarian Societies<br/><b>1750 U3:</b> Contextualization - How Was Industrialization Possible? <b>Origins E4:</b> Contextualization - Mansa Musa <b>1750 U4:</b> Contextualization- Child Labor <b>Origins E5:</b> Contextualization - Pastoral Empires: Mongols and Comanches <b>1750 U5:</b> Contextualization - Opium Wars <b>Origins E6:</b> Contextualization - Child Labor <b>1750 U7:</b> Contextualization - The Great Depression</p>                              |
| <p><b>SS.H.2.9-12 CHANGE, CONTINUITY, AND CONTEXT:</b><br/>Analyze change and continuity within and across historical eras.</p>   | <p><b>Origins CO5 and 1750 CO5:</b> Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.</p>   | <p><b>Origins E3:</b> CCOT - Empires <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> CCOT - The Long Nineteenth Century <b>Origins E7:</b> CCOT - Era Comparisons <b>1750 U3:</b> CCOT - Revolutions to Industrialization <b>1750 U5:</b> CCOT - Transformations to Responses <b>1750 U6:</b> CCOT - Imperialism to Colonialism to WWI <b>1750 U8:</b> CCOT - WWII to Cold War <b>1750 U9:</b> CCOT - Unit Comparisons</p> |
| <p><b>SS.H.3.9-12 CHANGE, CONTINUITY, AND CONTEXT:</b><br/>Evaluate the methods utilized by people and institutions to promote change.</p>                                | <p><b>Origins CO5 and 1750 CO5:</b> Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.</p>   | <p><b>Origins E5:</b> Race and Coerced Labor Part II: Motivations and Justifications <b>Origins E6:</b> Sovereignty; The Enlightenment <b>1750 U2:</b> Economic and Material Causes of Revolt; Ethnic Nationalism <b>1750 U4:</b> A World Tour of Women’s Suffrage; Why Was Slavery Abolished? Three Theories <b>1750 U6:</b> The Power of One: The Russian Revolution <b>1750 U7:</b> The Global Depression</p>   |
| <p><b>SS.H.4.9-12 PERSPECTIVES:</b><br/>Analyze how people and institutions have reacted to environmental, scientific, and technological challenges.</p>                  | <p><b>Origins and 1750 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. <b>Origins E6-2 and 1750 U3-1:</b> Understand and evaluate the economic and technological changes that led to the Industrial Revolution and analyze how the Industrial Revolution created significant changes in human communities, networks, production and distribution, as well as its impact on the environment.</p>  | <p><b>Origins E5:</b> Era 5 Overview: The First Global Age; The Disastrous Effects of Increased Global Interactions c. 1500 to c. 1600; Overview of New Economic Systems <b>1750 U1:</b> Production and Distribution in 1750 <b>Origins E6 and 1750 U3:</b> The Industrial Revolution <b>Origins E7 and 1750 U9:</b> Introduction to Globalization; Is the World Flat or Spiky?</p>  |
| <p><b>SS.H.5.9-12 PERSPECTIVES:</b><br/>Analyze the factors and historical context that influenced the perspectives of people during different historical eras.</p>       | <p><b>Origins CO4 and 1750 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. <b>Origins CO5 and 1750 CO5:</b> Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative. <b>1750 U4-4:</b> Evaluate why people’s perceptions of labor, women’s rights, and human rights changed during this era.</p> | <p><b>Origins E6 and 1750 U2:</b> Origins and Impacts of Nationalism; The Enlightenment; The Atlantic Revolutions <b>1750 U4:</b> Unit 4: Rise of the Proletariat; Responses to Industrialization <b>Origins E6 and 1750 U4:</b> A World Tour of Women’s Suffrage; Sourcing – Why Was Slavery Abolished? <b>1750 U5:</b> Unit 5: Colonial Violence; Responses to Industrial Imperialism <b>Origins E7 and 1750 U8:</b> And Then Gandhi Came: Nationalism, Revolution, and Sovereignty; Apartheid</p>                 |

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| <p><b>SS.H.6.9-12 PERSPECTIVES:</b><br/>Analyze the concept and pursuit of the "American Dream".</p>   | <p><b>Origins CO4 and 1750 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution.</p>   |   |
| <p><b>SS.H.7.9-12 PERSPECTIVES:</b><br/>Identify the role of individuals, groups, and institutions in people's struggle for safety, freedom, equality, and justice.</p>                                | <p><b>Origins CO3 and 1750 CO3:</b> Interpret human history as both a shared experience and leading to great differentiations, partly by analyzing primary and secondary sources from multiple perspectives of gender, race, and socio-economic status or hierarchies. <b>Origins CO4 and 1750 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution.</p> | <p><b>Origins E5:</b> Transatlantic Migration Patterns: The Voluntary and Involuntary Movement of People; Race and Coerced Labor Part I: How Did People Become Property in the Americas? <b>Origins E6 and 1750 U2:</b> Sovereignty <b>Origins E6 and 1750 U4:</b> Revolutionary Women; A World Tour of Women's Suffrage; Child Labor; Sadler Report <b>Origins E7 and 1750 U3</b> Comparison – Rights Documents <b>1750 U5:</b> Colonial Violence <b>1750 U8:</b> Comparison - Decolonizing Women; Decolonizing Women; Apartheid <b>1750 U9:</b> Universal Rights</p>  |
| <p><b>SS.H.8.9-12 PERSPECTIVES:</b><br/>Analyze key historical events and contributions of individuals through a variety of perspectives, including those of historically underrepresented groups.</p> | <p><b>Origins CO3 and 1750 CO3:</b> Interpret human history as both a shared experience and leading to great differentiations, partly by analyzing primary and secondary sources from multiple perspectives of gender, race, and socio-economic status or hierarchies. <b>Origins CO4 and 1750 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution.</p> | <p><b>Origins E5:</b> Transatlantic Migration Patterns: The Voluntary and Involuntary Movement of People; Race and Coerced Labor Part I: How Did People Become Property in the Americas? <b>Origins E6 and 1750 U2:</b> Sovereignty <b>Origins E6 and 1750 U4:</b> Revolutionary Women; A World Tour of Women's Suffrage; Child Labor; Sadler Report <b>Origins E7 and 1750 U3</b> Comparison – Rights Documents <b>1750 U5:</b> Colonial Violence; Experiencing Colonialism: Through a Ghanaian Lens <b>Origins E7 and 1750 U6:</b> Armenian Genocide <b>1750 U7:</b> The Holocaust; Causes, Scale, and Consequence of the Holocaust; Nuremberg Laws, Nuremberg Trials <b>1750 U8:</b> Decolonization and the Cold War: Through a Caribbean Lens; Decolonization and the Cold War: Through an Asian Lens; Comparison - Decolonizing Women; Decolonizing Women; Resisting Colonialism: Through a Ghanaian Lens; Apartheid <b>1750 U9:</b> Universal Rights and a Century of Mass Killings; Dollar Street; The Flower industry in Colombia; Bangalore: City of High Tech; Indigenous Americans and Globalization; The Zapatistas in Mexico</p> |
| <p><b>SS.H.9.9-12 HISTORICAL SOURCES AND EVIDENCE:</b><br/>Analyze the relationship between historical sources and the secondary interpretations made from them.</p>                                   | <p><b>Origins CO5 and 1750 CO5:</b> Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.</p>   | <p><b>Origins E2:</b> "The Transition to Farming: Differing Perspectives" <b>Origins E3:</b> Jenne-Jeno; <i>Comparative Roles of Women in Rome and Han China</i> <b>Origins E4:</b> "The 'Dark Ages' Debate" <b>Origins E5:</b> Contextualization - Pastoral Empires: Mongols and Comanches; "Slavery and Capitalism?" <b>Origins E6:</b> Sourcing - Differing Perspectives on Imperialism; "Why Was Slavery Abolished? Three Theories" <b>1750 U1:</b> "Primary Sources: Europe and China 1750"; "Primary Sources: The World in 1750" <b>1750 U2:</b> Sourcing - The Inoculation Debate <b>1750 U3:</b> "Industrial Revolution Primary Sources" <b>1750 U4:</b> "Why Was Slavery Abolished? Three Theories"; Sourcing - Why Was Slavery Abolished? <b>1750 U5:</b> "1857 Indian Uprising"; Sourcing - Differing Perspectives on Imperialism; Imperialism Cartoons <b>1750 U6:</b> "What Caused the First World War?"; "World War I: A Total War?" <b>1750 U8:</b> Sourcing - Who Started the Cold War? <b>1750 U9:</b> "Is the World Flat or Spiky?"</p>   |

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| <p><b>SS.H.10.9-12 CAUSATION AND ARGUMENTATION:</b><br/>Analyze the causes and effects of global conflicts and economic crises.</p>                    | <p><b>Origins CO5 and 1750 CO5:</b> Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.</p>   | <p><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 U2:</b> Causation - Revolutions; Causation - Recipe for a Revolution <b>1750 U3:</b> Causation - Industrialization to Migration; Urbanization Game <b>1750 U5:</b> Causation - Indian Uprising <b>1750 U7:</b> Causation – WWII</p>   |
| <p><b>SS.H.11.9-12 CAUSATION AND ARGUMENTATION:</b><br/>Analyze multiple and complex causes and effects of events in the past.</p>                     | <p><b>Origins CO5 and 1750 CO5:</b> Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.</p>   | <p><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 U2:</b> Causation - Revolutions; Causation - Recipe for a Revolution <b>1750 U3:</b> Causation - Industrialization to Migration; Urbanization Game <b>1750 U5:</b> Causation - Indian Uprising <b>1750 U7:</b> Causation – WWII</p>   |
| <p><b>SS.H.12.9-12 CAUSATION AND ARGUMENTATION:</b><br/>Analyze the geographic and cultural forces that have resulted in conflict and cooperation.</p> | <p><b>Origins CO4 and 1750 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. <b>Origins CO5 and 1750 CO5:</b> Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.</p> | <p><b>Origins E2:</b> Causation - From Foraging to Complex Societies <b>Origins E3:</b> Causation - Population Growth; CCOT - Empires <b>Origins E4:</b> Causation - Autopsy of an Empire; CCOT - Regional Webs <b>Origins E5:</b> CCOT - The First Global Age; CCOT - Africa and the Americas <b>Origins E6:</b> Causation - Recipe for a Revolution; CCOT - The Long Nineteenth Century <b>Origins E7:</b> CCOT - Era Comparisons <b>1750 U2:</b> Causation - Revolutions; Causation - Recipe for a Revolution <b>1750 U3:</b> Causation - Industrialization to Migration; Urbanization Game; CCOT - Revolutions to Industrialization <b>1750 U5:</b> Causation - Indian Uprising; CCOT - Transformations to Responses <b>1750 U6:</b> CCOT - Imperialism to Colonialism to WWI <b>1750 U7:</b> Causation – WWII <b>1750 U8:</b> CCOT - WWII to Cold War <b>1750 U9:</b> CCOT - Unit Comparisons</p> |