



# WHP AND NEVADA ACADEMIC CONTENT STANDARDS FOR SOCIAL STUDIES



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## Nevada WHP Executive Summary

The World History Project (WHP) curriculum provides an opportunity for Nevada’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 Nevada’s Academic Content Standards for Social Studies. Accordingly, teachers are encouraged to revise or include additional materials at any point in the course in order to focus on, or dig more deeply into, specific topics or periods such as artistic and architectural movements and their impact on world cultures. WHP includes three chronological courses: Origins to the Present, 1200 to the Present, and 1750 to the Present. Since Nevada’s world history course starts in 1300, we recommend that teachers use the 1200 course. There are also a multitude of assets in the 1750 course that can be used to meet Nevada standards. The accompanying crosswalk provides examples of aligned materials from both courses.

## WHP and Nevada’s Academic Content Standards for Social Studies

While completing the WHP curriculum, students will learn historical content through various frames and will develop and apply their inquiry skills. These aspects of WHP are aligned to Nevada’s Academic Content Standards for Social Studies and components such as “**SS.9-12.WH.16** Describe the factors that shape group, national, or individual identity, including but not limited to: institutions, religion, language, social class, geography, culture, and society” and “**SS.9-12.WH.6** Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.” WHP also includes multiple opportunities for students to engage in inquiry-based learning: close reading strategies for both text and video, evidence-based 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 Transatlantic Slave Trade, eighteenth-century political revolutions, the Industrial Revolution, imperialism and colonial responses, which are aligned to Nevada’s standards that concentrate on power and politics (**WH.13-15**) and identity (**WH.16-17**). Additional information on the frames and scales can be found in the WHP Course Guide. Specifically, Nevada’s standards document states “This content area should be taught from multiple and varied perspectives for a vivid and complex picture of history.” These course expectations are found throughout the WHP Course. For example, one of the central course learning objectives (CO3) is to “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 socioeconomic status or hierarchies.” In addition, the

WHP Course aligns well with numerous specific state standards for multi-cultural history, civics, and economics. For example, **SS.9-12.WH.24** “Examine the impact of individuals and reform movements in the fight for greater civil rights and liberties across the world” aligns with the WHP focus on networks and the global interconnection between groups of people who fought for democracy, the abolition of slavery, reform of labor laws, and the fight for suffrage. Nevada state standard **SS.9-12.WH.32** “Compare the evolution of different political and governmental systems within and across nations” aligns with the WHP frame of communities and how people have organized themselves into groups such as states, empires, and nation-states. Finally, Nevada’s standard **SS.9-12.WH.40** “Explain how globalization has impacted economic growth, labor markets, rights of citizens, the environment, resources, and income distribution in different nations” aligns with the WHP production and distribution frame and assets on globalization take center stage in Unit 9 of the 1200 course. Thus, WHP is an excellent fit for meeting Nevada’s World History course expectations.

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

The Nevada Academic Content Standards for Social Studies were created with the C3 Framework in mind and the C3 Framework incorporates the literacy expectations found in the CCSS. As a result, WHP meets these historical thinking and literacy practices and provides the scaffolding necessary for teachers to engage student learning while meeting the needs of all learners in the classroom. WHP was designed with current research in literacy and historical thinking practices in mind and does an excellent job supporting teachers and scaffolding students into these new expectations. The WHP 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 Nevada’s **SS.9-12.WH.3-WH.7** standards, which focus on “Gathering and evaluating sources” and “Developing claims and using evidence”. 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 Nevada’s students to meet the vast 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 Nevada’s high school World History course.

**Nevada Standards WHP 1200 Objectives Crosswalk**  
**Disciplinary Skills**

NEVADA WORLD HISTORY & GEOGRAPHY SOCIAL STUDIES CONTENT STANDARDS	WORLD HISTORY PROJECT COURSE OBJECTIVES (CO#) AND LEARNING OBJECTIVES (1200 COURSE=U##-#) THAT SUPPORT NEVADA SKILLS AND STANDARDS	RELEVANT WHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT NEVADA SKILLS AND STANDARDS
<b>DISCIPLINARY SKILLS</b>		
<p><b>SS.9-12.WH.1</b> When constructing compelling questions, reference points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas.</p>	<p><b>1200 C05:</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>1200 U1:</b> Causation - Alphonse the Camel; Claim Testing - Introduction; Contextualization - Introduction. <b>1200 U2:</b> Sourcing - Introduction; Contextualization - Mansa Musa; Primary Sources: Mongol Collection; Claim Testing - Authority; Making Claims - Expanding Networks. <b>1200 U3:</b> Sourcing - Spanish Conquest of the Aztec Empire; Claim Testing - Evidence; Contextualization - Mongol and Comanche Empires. <b>1200 U5:</b> Making Claims - Industrialization; Sourcing - Why Was Slavery Abolished? Contextualization - Child Labor; Claim Testing - Social Class and Gender. <b>1200 U6:</b> Sourcing - Differing Perspectives on Imperialism; Contextualization - Opium Wars; Claim Testing - Imperialism. <b>1200 U7:</b> Making Claims - World War I; Contextualization - The Great Depression; Claim Testing - Global Conflict. <b>1200 U8:</b> Sourcing - Who Started the Cold War?; Cold War Crisis. <b>1200 U9:</b> "Is the World Flat or Spiky?"; Making Claims - Globalization; Claim Testing - Globalization</p>
<p><b>SS.9-12.WH.2</b> Generate and answer supporting questions while explaining how they contribute to an inquiry and how new compelling and supporting questions emerge through the inquiry process.</p>	<p><b>1200 C05:</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>1200 U2:</b> Sourcing - Introduction; Primary Sources: Mongol Collection. <b>1200 U3:</b> Sourcing - Spanish Conquest of the Aztec Empire. <b>1200 U5:</b> Sourcing - Why Was Slavery Abolished? <b>1200 U6:</b> Sourcing - Differing Perspectives on Imperialism; Gentlemen of the Jungle. <b>1200 U8:</b> Sourcing - Who Started the Cold War?; Cold War Crisis. <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 1750. <b>1750 U3:</b> Industrial Revolution Primary Sources. <b>1750 U7:</b> Primary Sources of Internationalism</p>
<p><b>SS.9-12.WH.3</b> Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p>	<p><b>1200 C01:</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>1200 C02:</b> Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives. <b>1200 C05:</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>1200 U2:</b> Sourcing - Introduction; Primary Sources: Mongol Collection. <b>1200 U3:</b> Sourcing - Spanish Conquest of the Aztec Empire. <b>1200 U5:</b> Sourcing - Why Was Slavery Abolished? <b>1200 U6:</b> Sourcing - Differing Perspectives on Imperialism; Gentlemen of the Jungle. <b>1200 U8:</b> Sourcing - Who Started the Cold War?; Cold War Crisis. <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 1750. <b>1750 U3:</b> Industrial Revolution Primary Sources. <b>1750 U7:</b> Primary Sources of Internationalism</p>
<p><b>SS.9-12.WH.4</b> Evaluate the credibility of a source by examining how experts value the source.</p>	<p><b>1200 C05:</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>1200 U1:</b> Claim Testing - Introduction. <b>1200 U2:</b> Sourcing - Introduction; Primary Sources: Mongol Collection; Claim Testing - Authority. <b>1200 U3:</b> Sourcing - Spanish Conquest of the Aztec Empire; Claim Testing - Evidence. <b>1200 U5:</b> Sourcing - Why Was Slavery Abolished? Claim Testing - Social Class and Gender. <b>1200 U6:</b> Sourcing - Differing Perspectives on Imperialism; Gentlemen of the Jungle; Claim Testing - Imperialism. <b>1200 U7:</b> Claim Testing - Global Conflict. <b>1200 U8:</b> Sourcing - Who Started the Cold War?; Cold War Crisis. <b>1200 U9:</b> Claim Testing - Globalization. <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 1750. <b>1750 U3:</b> Industrial Revolution Primary Sources. <b>1750 U7:</b> Primary Sources of Internationalism</p>
<p><b>SS.9-12.WH.5</b> Seek multiple media sources when investigating current issues and evaluate the credibility and reliability of each.</p>	<p><b>1200 C05:</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>1200 U1:</b> Claim Testing - Introduction. <b>1200 U2:</b> Sourcing - Introduction; Primary Sources: Mongol Collection; Claim Testing - Authority. <b>1200 U3:</b> Sourcing - Spanish Conquest of the Aztec Empire; Claim Testing - Evidence. <b>1200 U5:</b> Sourcing - Why Was Slavery Abolished? Claim Testing - Social Class and Gender. <b>1200 U6:</b> Sourcing - Differing Perspectives on Imperialism; Gentlemen of the Jungle; Claim Testing - Imperialism. <b>1200 U7:</b> Claim Testing - Global Conflict. <b>1200 U8:</b> Sourcing - Who Started the Cold War?; Cold War Crisis. <b>1200 U9:</b> Claim Testing - Globalization; Project X - Final Presentation. <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 1750. <b>1750 U3:</b> Industrial Revolution Primary Sources. <b>1750 U7:</b> Primary Sources of Internationalism</p>
<p><b>SS.9-12.WH.6</b> Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</p>	<p><b>1200 C01:</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>1200 C02:</b> Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives. <b>1200 C05:</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>1200 U1:</b> DBQ0. <b>1200 U2:</b> Comparison - Life in 1200 and Today; Reactions to the Black Death; Unit 2 LEQ. <b>1200 U3:</b> DBQ 3. <b>1200 U4:</b> Revolutionary Women; Unit 4 LEQ. <b>1200 U5:</b> Comparison - Women's Suffrage; DBQ 5. <b>1200 U6:</b> Unit 6 LEQ. <b>1200 U7:</b> DBQ 7. <b>1200 U8:</b> Simulation - Cold War Crisis; Comparison - Decolonizing Women; Unit 8 LEQ. <b>1200 U9:</b> Project X - Final Presentation; Comparison - Rights Documents; CCOT - Unit Comparisons; The World in 2050; DBQ 9.</p>
<p><b>SS.9-12.WH.7</b> Refine claims and counterclaims, attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.</p>	<p><b>1200 C05:</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>1200 U1:</b> Claim Testing - Introduction; DBQ0. <b>1200 U2:</b> Claim Testing - Authority; Making Claims - Expanding Networks; Unit 2 LEQ. <b>1200 U3:</b> Claim Testing - Evidence; DBQ 3. <b>1200 U4:</b> Unit 4 LEQ. <b>1200 U5:</b> Making Claims - Industrialization; Claim Testing - Social Class and Gender; DBQ 5. <b>1200 U6:</b> Claim Testing - Imperialism; Unit 6 LEQ. <b>1200 U7:</b> Making Claims - World War I; Claim Testing - Global Conflict; DBQ 7. <b>1200 U8:</b> Unit 8 LEQ. <b>1200 U9:</b> Making Claims - Globalization; Claim Testing - Globalization; DBQ 9. <b>1750 U7:</b> Human Rights and Asylum Debate</p>

<p><b>SS.9-12.WH.8</b> Construct arguments using precise and knowledgeable claims, with evidence from multiple source, while acknowledging counterclaims and evidentiary weaknesses.</p>	<p><b>1200 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>1200 U1:</b> Claim Testing - Introduction; DBQ.0. <b>1200 U2:</b> Claim Testing - Authority; Making Claims - Expanding Networks; Unit 2 LEQ. <b>1200 U3:</b> Claim Testing - Evidence; DBQ.3. <b>1200 U4:</b> Unit 4 LEQ. <b>1200 U5:</b> Making Claims - Industrialization; Claim Testing - Social Class and Gender; DBQ.5. <b>1200 U6:</b> Claim Testing - Imperialism; Unit 6 LEQ. <b>1200 U7:</b> Making Claims - World War I; Claim Testing - Global Conflict; DBQ.7. <b>1200 U8:</b> Unit 8 LEQ. <b>1200 U9:</b> Making Claims - Globalization; Claim Testing - Globalization; DBQ.9. <b>1750 U7:</b> Human Rights and Asylum Debate</p>
<p><b>SS.9-12.WH.9</b> Present adaptations of arguments and explanations that feature complex ideas and diverse perspectives on issues and topics to read a range of audiences within and outside the classroom, using print, oral, and/or digital technologies.</p>	<p><b>1200 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>1200 CO6:</b> Create and support arguments using historical evidence to communicate conclusions through individual or shared writing.</p>	<p><b>1200 U1:</b> DBQ.0. <b>1200 U2:</b> Unit 2 LEQ. <b>1200 U3:</b> DBQ.3. <b>1200 U4:</b> Unit 4 LEQ. <b>1200 U5:</b> DBQ.5. <b>1200 U6:</b> Unit 6 LEQ. <b>1200 U7:</b> DBQ.7. <b>1200 U8:</b> Unit 8 LEQ. <b>1200 U9:</b> Project X - Final Presentation; The World in 2050; DBQ.9. <b>1750 U9:</b> Human Rights and Asylum Debate; UN Sustainable Development Goals</p>
<p><b>SS.9-12.WH.10</b> Participate in rigorous academic discussions emphasizing multiple viewpoints in which claims and evidence are acknowledged, critiqued, and built upon in order to create new understandings of complex historical or current issues.</p>	<p><b>1200 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>1200 U1:</b> Claim Testing - Introduction. <b>1200 U2:</b> Claim Testing - Authority. <b>1200 U3:</b> Claim Testing - Evidence. <b>1200 U5:</b> Claim Testing - Social Class and Gender. <b>1200 U6:</b> Claim Testing - Imperialism. <b>1200 U7:</b> Claim Testing - Global Conflict. <b>1200 U8:</b> Cold War Crisis. <b>1200 U9:</b> Claim Testing - Globalization. <b>1750 U7:</b> Human Rights and Asylum Debate</p>
<p><b>SS.9-12.WH.11</b> Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of contemporary issues at the local, regional, and global level.</p>	<p><b>1200 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>1200 CO2:</b> Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives.</p>	<p><b>1200 U2:</b> CCOT - Introduction. <b>1200 U3:</b> CCOT - The Global Tapestry to Transoceanic Interconnections. <b>1200 U4:</b> CCOT - Transoceanic Interconnections to Revolutions. <b>1200 U5:</b> CCOT - Revolutions to Industrialization. <b>1200 U7:</b> CCOT - Empire to Global Conflict. <b>1200 U9:</b> CCOT - Unit Comparisons</p>
<p><b>SS.9-12.WH.12</b> Apply a range of deliberative and democratic strategies and procedures to make decisions and take action regarding contemporary issues at the local, regional, and global level.</p>	<p><b>1200 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>1200 U4:</b> Who Am I? <b>1200 U9:</b> UN Sustainable Development Goals; The World in 2050; Project X - Final Presentation. <b>1750 U2:</b> Responsibility and Compassion. <b>1750 U7:</b> Human Rights and Asylum Debate.</p>

**Nevada Standards WHP 1200 Objectives Crosswalk**  
**History**

NEVADA WORLD HISTORY & GEOGRAPHY SOCIAL STUDIES CONTENT STANDARDS	WORLD HISTORY PROJECT COURSE OBJECTIVES (CO#) AND LEARNING OBJECTIVES (1200 COURSE=#) THAT SUPPORT NEVADA SKILLS AND STANDARDS	RELEVANT WHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT NEVADA SKILLS AND STANDARDS
<b>HISTORY</b>		
<p><b>SS.9-12.WH.13</b> Analyze the major regime changes across the world based on a variety of factors, including but not limited to: goals, tactics, practices, and outcomes.</p>	<p><b>1200 U2-1:</b> Analyze the different ways humans formed communities in Afro-Eurasia, the Americas, and the Pacific. <b>U3-2:</b> Evaluate and analyze the historical narrative of the formation of a new global age. <b>U4-1:</b> Analyze how the roles of sovereignty, individualism, and the fight for equality influenced the political revolutions discussed in this unit. <b>U4-2:</b> Assess the role of nationalism in the creation of new empires and the rise of the nation-state. <b>U4-4:</b> Use historical thinking skills and reasoning practices such as causation to evaluate historical events and processes. <b>U5-2:</b> Assess the role of global industrialization and nationalism in the creation of new empires and the rise of the nation-state. <b>U6-1:</b> Describe how industrialization led to imperialism and the expansion of empires. <b>U6-2:</b> Understand and evaluate how communities responded to increased industrialization and the expansion of empires. <b>U6-3:</b> Examine the ways in which colonialism directly impacted societies, and how colonialism continues to do so today. <b>U6-4:</b> Analyze the different ways communities responded to colonialism. <b>U7-1:</b> Analyze the causes, scale, and consequences of global conflict in this era. <b>U7-3:</b> Understand the causes and consequences of historical events that occurred during World War I, such as the Russian Revolution and the Armenian Genocide. <b>U7-4:</b> Understand the rise of fascism in various regions of the world, including its causes and consequences. <b>U7-5:</b> Evaluate why internationalism failed to prevent the rise of fascism and the Second World War. <b>U7-6:</b> Understand and evaluate the causes, scale, and consequences of the Holocaust. <b>U8-2:</b> Analyze how political and economic power shifts occurred as a result of World War II and how these shifts led to the Cold War. <b>U8-3:</b> Evaluate the connection between nationalism and decolonization movements during the period of the Cold War. <b>U9-3:</b> Investigate how different groups have responded to globalization.</p>	<p><b>1200 U2:</b> "State and Religion in Afro-Eurasia"; <i>The Emergence of Islam</i>; "Written in the Stars: Secrets of the Mongol Empire"; <i>Wait for it... The Mongols!</i> CCWH; "The Americas 1200-1450"; <i>Aztec Empire</i>; <i>Inca Empire</i>. <b>U3:</b> CCOT - Global Tapestry to Transoceanic Connections; Sourcing - Spanish Conquest of the Aztec Empire; Empire Building; "A Sublime Empire - Ottoman Rule on Land and Sea"; "Mughal Empire"; <i>The Omani Empire</i>; "China Under Ming and Qing Rule"; "From Muscovy to the Russian Empire"; <i>Comanche Empire</i>; "European Colonies in the Americas"; <i>The Spanish Empire, Silver, &amp; Runaway Inflation</i>: CCWH. <b>U4:</b> CCOT - Transoceanic Connections to Revolutions; "Ingredients for Revolution"; "Sovereignty"; Revolutionary Women; "The Atlantic Revolutions"; <i>Haitian Revolution</i>; "West Africa in an Age of Revolution"; Causation - Recipe for a Revolution; <i>Tea, Taxes, and the American Revolution</i>: CCWH; <i>The French Revolution</i>: CCWH; <i>Latin American Revolutions</i>: CCWH; "Origins and Impacts of Nationalism"; <i>Nationalism</i>; "The World Revolution of 1848"; "Ethnic Nationalism". <b>U5:</b> "Meiji Restoration"; "Imperialism and De-Industrialization in India"; <i>Capitalism and Socialism</i>: CCWH; "Rise of the Proletariat". <b>U6:</b> <i>Unit 6 Overview Video</i>; "Unit 6 Overview: Empire and Other Consequences of Industrialization 1850 to 1950"; <i>Imperialism</i>: CCWH; "Industrialism, the 'New' Imperialism"; "Tools of Imperialism"; "Colonial Violence"; <i>Experiencing Colonialism: Through a Ghanaian Lens</i>; "Struggle and Transformation in China"; Contextualization - Opium Wars; "1857 Indian Uprising"; "Responses to Industrial Imperialism"; <i>Asian Responses to Imperialism</i>: CCWH. <b>U7:</b> "The Mexican Revolution"; "The Power of One: The Russian Revolution"; Comparison - Russian Revolution and ___ Revolution"; "Fascist Histories, Part I"; Political Party Platform, "Communism in the Soviet Union". <b>U8:</b> <i>Unit 8 Overview Video</i>; "Unit 8 Overview: Cold War &amp; Decolonization, 1945-1990"; "Devastation of Old Markets"; "The Cold War: An Overview"; "The Cold War Around the World"; <i>Decolonization and the Cold War Through a Caribbean Lens</i>; <i>Decolonization and the Cold War Through an Asian Lens</i>; "Connecting Decolonization and the Cold War"; "Collapse of Communism"; "End of Old Regimes"; <i>Decolonization and Nationalism Triumphant</i>: CCWH; "The Middle East and the End of Empire"; "Chinese Communist Revolution"; <i>Chinese Communist Revolution</i>; "Civil Rights and Global Liberation"; "Apartheid". <b>U9:</b> "Why Does Genocide Still Happen?"; <i>Nonviolence and Peace Movements</i>: CCWH; "Transnationalism and the Revival of Nationalism"; <i>Conflict in Israel and Palestine</i>: CCWH</p>
<p><b>SS.9-12.WH.14</b> Examine occurrences of and reactions to oppression, human rights violations, and genocide.</p>	<p><b>1200 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>1200 CO3:</b> Engage in meaningful historical inquiry by analyzing primary and secondary sources from multiple perspectives of gender, race, and socioeconomic status, or other hierarchies to gain a deeper understanding of human history. <b>1200 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. <b>1200 U5-5:</b> Evaluate why people's perceptions of slavery, gender, and childhood changed during this era. <b>U7-3:</b> Understand the causes and consequences of historical events that occurred during World War I, such as the Russian Revolution and the Armenian Genocide. <b>U7-4:</b> Understand the rise of fascism in various regions of the world, including its causes and consequences. <b>U7-6:</b> Understand and evaluate the causes, scale, and consequences of the Holocaust. <b>U9-4:</b> Analyze how human rights have been impacted in a modern world.</p>	<p><b>1200 U3:</b> "The Transatlantic Slave Trade"; <i>Impact of the Slave Trade: Through a Ghanaian Lens</i>; "First Person Accounts: The Transatlantic Slave Trade"; CCOT - Africa and the Americas; "Race and Coerced Labor" (Parts I and II). <b>U5:</b> Data Exploration: Child Labor; "The Global Transformations of the Industrial Revolution"; "Post-Abolition Societies"; "Why Was Slavery Abolished? Three Theories"; "Child Labor"; Women's Suffrage. <b>U6:</b> "Industrial Imperialism, the 'New' Imperialism"; "Responses to Industrial Imperialism"; "Colonial Violence"; <i>Experiencing Colonialism: Through a Ghanaian Lens</i>; "Dual Consciousness"; <i>Resisting Colonialism: Through a Ghanaian Lens</i>; Imperialism Cartoons. <b>U7:</b> <i>Armenian Genocide</i>; "The Holocaust". <b>U8:</b> "Decolonizing Women"; "Chinese Communist Revolution"; "Apartheid". <b>U9:</b> <i>Nonviolence and Peace Movements: Crash Course</i>; <i>Indigenous Americans and Globalization</i>; "Why Does Genocide Still Happen?"; "Movements to End Racial Injustice: From Civil Rights to Black Lives Matter". <b>U7:</b> Debate - Human Rights and Asylum. <b>U9:</b> "The Zapatistas in Mexico"; UN Sustainable Development Goals</p>
<p><b>SS.9-12.WH.15</b> Analyze the causes and consequences of the radicalization of individuals and groups.</p>	<p><b>1200 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. <b>1200 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>1200 U4:</b> "Ingredients for Revolution"; "The Enlightenment"; "The Atlantic Revolutions"; Causation - Recipe for a Revolution; "Origins and Impacts of Nationalism"; <i>Nationalism</i>; "Ethnic Nationalism". <b>U5:</b> "Rise of the Proletariat"; "Responses to Industrialization"; "A World Tour of Women's Suffrage"; Sourcing - Why Was Slavery Abolished? <b>U6:</b> "Responses to Industrial Imperialism" <b>U7:</b> <i>What Is Fascism?</i>; "Fascist Histories, Part 1". <b>U8:</b> "Decolonizing Women". <b>U9:</b> <i>Nonviolence and Peace Movements</i>: CCWH; "September 11, 2001"; "Transnationalism and the Revival of Nationalism". <b>U8:</b> "And Then Gandhi Came: Nationalism, Revolution, and Sovereignty"; <i>Conflict in Israel and Palestine</i>: CCWH</p>
<p><b>SS.9-12.WH.16</b> Describe the factors that shape group, national, or individual identity, including but not limited to: institutions, religion, language, social class, geography, culture, and society.</p>	<p><b>1200 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>1200 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. <b>1200 U2-1:</b> Analyze the different ways humans formed communities in Afro-Eurasia, the Americas, and the Pacific. <b>1200 U3-1:</b> Understand how historians create narratives to explain how human communities entered a global age during this era. <b>1200 U4-1:</b> Understand how historians create narratives to explain how human communities entered a global age during this era. <b>1200 U6-4:</b> Analyze the different ways communities responded to colonialism. <b>1200 U8-3:</b> Evaluate the connection between nationalism and decolonization movements during the period of the Cold War.</p>	<p><b>1200 U1:</b> <i>Communities Frame Introduction</i>. <b>U2:</b> "Communities in Afro-Eurasia"; "States and Empires in Afro-Eurasia"; Contextualization - Mansa Musa; <i>Mansa Musa and Islam in Africa</i>: CCWH; "Written in the Stars: Secrets of the Mongol Empire"; "World Religions Prior to 1450". <b>U3:</b> "Transatlantic Migration Patterns"; "The Transatlantic Slave Trade"; "First Person Accounts: The Transatlantic Slave Trade"; "China Under Ming and Qing Rule"; "From Muscovy to the Russian Empire"; "Race and Coerced Labor" (Parts I and II). <b>U4:</b> "Sovereignty"; "The Enlightenment"; "The Atlantic Revolutions"; "Origins and Impacts of Nationalism"; Revolutionary Women. <b>U5:</b> "The Industrial Revolution"; "The Rise of the Proletariat"; "Child Labor"; Women's Suffrage. <b>U6:</b> <i>Experiencing Colonialism: Through a Ghanaian Lens</i>; "Dual Consciousness". <b>U7:</b> "Fascist History, Part I"; "The Holocaust". <b>U8:</b> "Decolonizing Women"; "End of Old Regimes"; "Civil Rights and Global Liberation". <b>U9:</b> "Transnationalism and the Revival of Nationalism"; <i>Nonviolence and Peace Movements</i>: CCWH; "</p>

<p><b>SS.9-12.WH.17</b> Interpret historical events from a variety of historical and cultural perspectives, including but not limited to: capitalists vs. laborers, imperialists vs. indigenous groups, positions of power, class, race, ethnicity, and gender.</p>	<p><b>1200 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>1200 CO2:</b> Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives. <b>1200 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>1200 U5-4:</b> Assess the new labor and economic systems that emerged during the long nineteenth century. <b>U6-4:</b> Analyze the different ways communities responded to colonialism. <b>U9-1:</b> Assess how globalization both positively and negatively affects human communities, networks, and production and distribution.</p>	<p><b>1200 U3:</b> "Transatlantic Migration Patterns"; "The Transatlantic Slave Trade"; "First Person Accounts: The Transatlantic Slave Trade"; "Race and Coerced Labor" (Parts I and II). <b>U4:</b> "Sovereignty"; "The Enlightenment"; "The Atlantic Revolutions"; "Origins and Impacts of Nationalism"; Revolutionary Women. <b>U5:</b> "The Rise of the Proletariat"; "Child Labor"; Women's Suffrage. <b>U6:</b> <i>Experiencing Colonialism: Through a Ghanaian Lens</i>; "Dual Consciousness". <b>U7:</b> "Fascist History I (Part 1)"; "The Holocaust". <b>U8:</b> "Decolonizing Women". <b>U9:</b> <i>Nonviolence and Peace Movements: CCWH</i>; "Is the World Flat or Spiky?"; "WTO Resistance"; <i>Indigenous Americans and Globalization</i>; "The Zapatistas in Mexico"</p>
<p><b>SS.9-12.WH.18</b> Analyze the influence of social, political, and economic developments on maintaining and transforming social status for various groups.</p>	<p><b>1200 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>1200 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>1200 U4-1:</b> Analyze how the roles of sovereignty, individualism, and the fight for equality influenced the political revolutions discussed in this unit. <b>U5-5:</b> Evaluate why people's perceptions of slavery, gender, and childhood changed during this era. <b>U9-1:</b> Assess how globalization both positively and negatively affects human communities, networks, and production and distribution.</p>	<p><b>1200 U3:</b> "Transatlantic Migration Patterns"; "The Transatlantic Slave Trade"; "First Person Accounts: The Transatlantic Slave Trade"; "Race and Coerced Labor" (Parts I and II). <b>U4:</b> "Sovereignty"; "The Enlightenment"; "The Atlantic Revolutions"; "Origins and Impacts of Nationalism"; Revolutionary Women. <b>U5:</b> "The Rise of the Proletariat"; "Child Labor"; Women's Suffrage. <b>U6:</b> <i>Experiencing Colonialism: Through a Ghanaian Lens</i>; "Dual Consciousness". <b>U7:</b> "Fascist History I (Part 1)"; "The Holocaust". <b>U8:</b> "Decolonizing Women". <b>U9:</b> <i>Nonviolence and Peace Movements: CCWH</i>; "Is the World Flat or Spiky?"; "WTO Resistance"; <i>Indigenous Americans and Globalization</i>; "The Zapatistas in Mexico"</p>
<p><b>SS.9-12.WH.19</b> Analyze the impact of artistic, architectural, scientific, and technological developments on events, peoples, and cultures around the world.</p>	<p><b>1200 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. <b>1200 U2-3:</b> Assess the causes and effects of the expansion and contraction of networks during this era. <b>U5-1:</b> Understand and evaluate the economic and technological changes that led to the Industrial Revolution and analyze how the Industrial Revolution created significant changes in human communities, networks, production and distribution, as well as its impact on the environment. <b>U7-1:</b> Analyze the causes, scale, and consequences of global conflict in this era. <b>U9-1:</b> Assess how globalization both positively and negatively affects human communities, networks, and production and distribution.</p>	<p><b>1200 U2:</b> <i>Silk and the Song Dynasty</i>; "Indian Ocean Routes" <b>U4:</b> "The Enlightenment". <b>U5:</b> "The Industrial Revolution"; "Global Transformations of the Industrial Revolution"; <i>The Railroad Journey and the Industrial Revolution: Crash Course</i>. <b>U6:</b> "Industrial Imperialism, the 'New' Imperialism". <b>U7:</b> World War I Poster Analysis; "World War I: A Total War"; "Nuclear Weapons". <b>U9:</b> "Following Goods Across the World"; UN Sustainable Development Goals; <i>Green Revolution</i></p>
<p><b>SS.9-12.WH.20</b> Investigate the evolutions of belief systems, religions, philosophies, and ideologies across human societies.</p>	<p><b>1200 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>1200 U2-1:</b> Analyze the different ways humans formed communities in Afro-Eurasia, the Americas, and the Pacific.</p>	<p><b>1200 U2:</b> "State and Religion in Afro-Eurasia"; <i>The Emergence of Islam</i>; <i>Mansa Musa and Islam in Africa: CCWH</i>; "World Religions Prior to 1450". <b>U3:</b> "Religious Syncretism in Colonial Mexico City"</p>
<p><b>SS.9-12.WH.21</b> Describe the attitudes toward and effects of major wars and conflicts across the world.</p>	<p><b>1200 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>1200 U7-1:</b> Analyze the causes, scale, and consequences of global conflict in this era. <b>U7-2:</b> Assess World War I as a total and global war. <b>U7-5:</b> Evaluate why internationalism failed to prevent the rise of fascism and the Second World War.</p>	<p><b>1200 U7:</b> "What Caused the First World War?"; <i>Britain and World War I</i>; <i>Southeast Asia and World War I</i>; <i>The Middle East and World War I</i>; "The First World War as a Global War"; World War I - A Total War?"; World War I Poster Analysis; World War I Letters; World War I Peace Talks; "A Lost Generation" Our Interconnected World - World War I; "The Second World War"; <i>World War II: CCWH</i>; "The Holocaust"; "Nuclear Weapons"</p>
<p><b>SS.9-12.WH.22</b> Evaluate the use of conflict and/or diplomacy in regional and/or international relations.</p>	<p><b>1200 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>1200 U7-1:</b> Analyze the causes, scale, and consequences of global conflict in this era. <b>U7-5:</b> Evaluate why internationalism failed to prevent the rise of fascism and the Second World War.</p>	<p><b>1200 U7:</b> World War I Peace Talks; <i>Internationalism Between the Wars</i>. <b>1200 U9:</b> "International Institutions"; <i>Nonviolence and Peace Movements: Crash Course</i> <b>1750 U7:</b> "Primary Sources of Internationalism"; Appeasement Simulation; "Appeasement"; "Nuremberg Laws, Nuremberg Trials"</p>



**Nevada Standards WHP 1200 Objectives Crosswalk  
Multi-Cultural**

NEVADA WORLD HISTORY & GEOGRAPHY SOCIAL STUDIES CONTENT STANDARDS	WORLD HISTORY PROJECT COURSE OBJECTIVES (CO#) AND LEARNING OBJECTIVES (1200 COURSE=U#-#) THAT SUPPORT NEVADA SKILLS AND STANDARDS	RELEVANT WHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT NEVADA SKILLS AND STANDARDS
<b>MULTI-CULTURAL</b>		
<p><b>SS.9-12.WH.23</b> Analyze the complex relationship between dominant cultures and minority groups throughout world history, including but not limited to: causes of (race, ethnicity, gender, nationality, class and/or religion), reactions, and long-term effects of oppression.</p>	<p><b>1200 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>1200 CO3:</b> Engage in meaningful historical inquiry by analyzing primary and secondary sources from multiple perspectives of gender, race, and socioeconomic status, or other hierarchies to gain a deeper understanding of human history. <b>1200 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. <b>1200 U5-5:</b> Evaluate why people's perceptions of slavery, gender, and childhood changed during this era. <b>U7-3:</b> Understand the causes and consequences of historical events that occurred during World War I, such as the Russian Revolution and the Armenian Genocide. <b>U7-4:</b> Understand the rise of fascism in various regions of the world, including its causes and consequences. <b>U7-6:</b> Understand and evaluate the causes, scale, and consequences of the Holocaust. <b>U9-4:</b> Analyze how human rights have been impacted in a modern world.</p>	<p><b>1200 U3:</b> "The Transatlantic Slave Trade"; <i>Impact of the Slave Trade: Through a Ghanaian Lens</i>; "First Person Accounts: The Transatlantic Slave Trade"; CCOT - Africa and the Americas; "Race and Coerced Labor" (Parts I and II). <b>U5:</b> Data Exploration: Child Labor; "The Global Transformations of the Industrial Revolution"; "Post-Abolition Societies"; "Why Was Slavery Abolished? Three Theories"; "Child Labor"; Women's Suffrage. <b>U6:</b> "Industrial Imperialism, the 'New' Imperialism"; "Responses to Industrial Imperialism"; "Colonial Violence"; <i>Experiencing Colonialism: Through a Ghanaian Lens</i>; "Dual Consciousness"; <i>Resisting Colonialism: Through a Ghanaian Lens</i>; Imperialism Cartoons. <b>U7:</b> <i>Armenian Genocide</i>; "The Holocaust". <b>U8:</b> "Decolonizing Women"; "Chinese Communist Revolution"; "Apartheid". <b>U9:</b> <i>Nonviolence and Peace Movements: Crash Course; Indigenous Americans and Globalization</i>; "Why Does Genocide Still Happen?"; "Movements to End Racial Injustice: From Civil Rights to Black Lives Matter". <b>1750 U7:</b> Debate - Human Rights and Asylum. <b>1750 U9:</b> "The Zapatistas in Mexico"; UN Sustainable Development Goals</p>
<p><b>SS.9-12.WH.24</b> Examine the impact of individuals and reform movements in the fight for greater civil rights and liberties across the world.</p>	<p><b>1200 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>1200 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution.</p>	<p><b>1200 U3:</b> "The Transatlantic Slave Trade"; <i>Impact of the Slave Trade: Through a Ghanaian Lens</i>; "First Person Accounts: The Transatlantic Slave Trade"; CCOT - Africa and the Americas; "Race and Coerced Labor" (Parts I and II). <b>U5:</b> Data Exploration: Child Labor; "The Global Transformations of the Industrial Revolution"; "Post-Abolition Societies"; "Why Was Slavery Abolished? Three Theories"; "Child Labor"; Women's Suffrage. <b>U6:</b> "Industrial Imperialism, the 'New' Imperialism"; "Responses to Industrial Imperialism"; "Colonial Violence"; <i>Experiencing Colonialism: Through a Ghanaian Lens</i>; "Dual Consciousness"; <i>Resisting Colonialism: Through a Ghanaian Lens</i>; Imperialism Cartoons. <b>U7:</b> <i>Armenian Genocide</i>; "The Holocaust". <b>U8:</b> "Decolonizing Women"; "Chinese Communist Revolution"; "Apartheid". <b>1200 U9:</b> <i>Nonviolence and Peace Movements: Crash Course; Indigenous Americans and Globalization</i>; "Why Does Genocide Still Happen?"; "Movements to End Racial Injustice: From Civil Rights to Black Lives Matter". <b>U7:</b> Debate - Human Rights and Asylum. <b>U9:</b> "The Zapatistas in Mexico"; UN Sustainable Development Goals</p>
<p><b>SS.9-12.WH.25</b> Investigate and apply the successful principles used by groups and nations in order to create communities of respect, equity, and diversity at the school and local level.</p>	<p><b>1200 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>1200 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution.</p>	<p><b>1200 U7:</b> UN Sustainable Development Goals; "Why Does Genocide Still Happen?"; The World in 2050. <b>1750 U7:</b> Debate - Human Rights and Asylum</p>
<p><b>SS.9-12.WH.26</b> Explore the positive and negative consequences of cultural interaction and diffusion.</p>	<p><b>1200 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>1200 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. <b>1200 U2-2:</b> Investigate regional networks of exchange that connected societies and how communities were impacted by these connections. <b>U3-2:</b> Evaluate and analyze the historical narrative of the formation of a new global age. <b>U6-2:</b> Understand and evaluate how communities responded to increased industrialization and the expansion of empires. <b>U9-1:</b> Assess how globalization both positively and negatively affects human communities, networks, and production and distribution.</p>	<p><b>1200 U2:</b> <i>The Emergence of Islam; Mansa Musa and Islam in Africa: CCWH</i>; "Written in the Stars: Secrets of the Mongol Empire"; "Trans-Saharan Routes"; "Indian Ocean Routes". <b>U3:</b> "The Columbian Exchange"; "The Effects of Global Interactions"; "Transatlantic Migration Patterns"; Our Interconnected World; "The Transatlantic Slave Trade"; <i>Impact of the Slave Trade: Through a Ghanaian Lens</i>; CCOT - Africa and the Americas; "Race and Coerced Labor" (Parts I and II). <b>U4:</b> "The Atlantic Revolutions"; "Origins and Impacts of Nationalism". <b>U5:</b> "Scale of the Industrial Revolution"; "Global Transformations of the Industrial Revolution"; "A World Tour of Women's Suffrage". <b>U6:</b> <i>Experiencing Colonialism: Through a Ghanaian Lens; Opium Wars</i>; "Dual Consciousness". <b>U7:</b> "The First World War as a Global War"; Our Interconnected World - World War I; <i>Internationalism Between the Wars</i>. <b>U8:</b> "The Cold War Around the World"; Comparison - Decolonizing Women; "Decolonizing Women". <b>U9:</b> Comparison - Rights Documents; "Is the World Flat or Spiky?"; <i>Indigenous Americans and Globalization</i>; "The Zapatistas in Mexico"; "The Trouble with Globalization"; UN Sustainable Development Goals</p>
<p><b>SS.9-12.WH.27</b> Interpret the contributions of racially and ethnically diverse leaders to the advancement of our world.</p>	<p><b>1200 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>1200 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution.</p>	<p>There are a number of primary source collections in the course as well as our biographies, all of which include racially and ethnically diverse leaders and their contributions to our world.</p>
<p><b>SS.9-12.WH.28</b> Analyze the intellectual, cultural, religious, and artistic contributions of diverse individuals to our modern world.</p>	<p><b>1200 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>1200 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution.</p>	<p>There are a number of primary source collections in the course as well as our biographies, all of which include racially and ethnically diverse leaders and their contributions to our world.</p>

## Nevada Standards WHP 1200 Objectives Crosswalk

### Civics

NEVADA WORLD HISTORY & GEOGRAPHY SOCIAL STUDIES CONTENT STANDARDS	WORLD HISTORY PROJECT COURSE OBJECTIVES (CO#) AND LEARNING OBJECTIVES (1200 COURSE=U#-#) THAT SUPPORT NEVADA SKILLS AND STANDARDS	RELEVANT WHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT NEVADA SKILLS AND STANDARDS
<b>CIVICS</b>		
<b>SS.9-12.WH.29</b> Analyze how various political and religious philosophies have influenced government institutions and policies.	<b>1200 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>1200 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. <b>1200 U4-1:</b> Analyze how the roles of sovereignty, individualism, and the fight for equality influenced the political revolutions discussed in this unit.	<b>1200 U4:</b> Revolution or Evolution?; "Sovereignty"; "Ingredients for Revolution"; Causation - Recipe for a Revolution; So You Want a Revolution?; "The Atlantic Revolutions"; Revolutionary Women; <i>Tea, Taxes, and the American Revolution: CCWH</i> ; <i>The French Revolution: CCWH</i> ; <i>Haitian Revolution</i> ; <i>Latin American Revolutions: CCWH</i>
<b>SS.9-12.WH.30</b> Explain the historical background of a current global issue and propose a course of action to solve it.	<b>1200 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>1200 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. <b>U9-1:</b> Assess how globalization both positively and negatively affects human communities, networks, and production and distribution.	<b>1200 U9:</b> UN Sustainable Development Goals; The World in 2050; Project X - Final Presentation. <b>1750 U7:</b> Debate - Human Rights and Asylum
<b>SS.9-12.WH.31</b> Examine various systems, laws, policies of governance across world history, including but not limited to: feudalism, mercantilism, absolutism, fascism, communism, and constitutional democracy.	<b>1200 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. <b>1200 U2-1:</b> Analyze the different ways humans formed communities in Afro-Eurasia, the Americas, and the Pacific.	<b>1200 U2:</b> "Communities in Afro-Eurasia"; "State and Religion in Afro-Eurasia". <b>U3:</b> "The Columbian Exchange"; "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>U4:</b> "Sovereignty"; "The Atlantic Revolutions". <b>U5:</b> The Industrial Revolution"; "The Rise of the Proletariat" <b>U7:</b> "The Power of One: Russian Revolution"; <i>What Is Fascism?</i> ; "Fascist History (Part 1): "Communism in the Soviet Union". <b>U8:</b> "End of Empire and the Cold War". <b>U9</b> Comparison – Rights Documents
<b>SS.9-12.WH.32</b> Compare the evolution of different political and governmental systems within and across nations.	<b>1200 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>1200 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. <b>1200 U5-2:</b> Assess the role of industrialization and nationalism in the creation of new empires and the rise of the nation-state.	<b>1200 U4:</b> "The Atlantic Revolutions"; "Origins and Impacts of Nationalism". <b>U5:</b> "Global Transformations of the Industrial Revolution"; "A World Tour of Women's Suffrage". <b>U6:</b> "Dual Consciousness". <b>U7:</b> <i>Internationalism Between the Wars</i> . <b>U8:</b> "The Cold War Around the World"; Comparison - Decolonizing Women; "Decolonizing Women". <b>U9:</b> Comparison - Rights Documents

**Nevada Standards WHP 1200 Objectives Crosswalk  
Geography**

NEVADA WORLD HISTORY & GEOGRAPHY SOCIAL STUDIES CONTENT STANDARDS	WORLD HISTORY PROJECT COURSE OBJECTIVES (CO#) AND LEARNING OBJECTIVES (1200 COURSE=U#-#) THAT SUPPORT NEVADA SKILLS AND STANDARDS	RELEVANT WHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT NEVADA SKILLS AND STANDARDS
<b>GEOGRAPHY</b>		
<p><b>SS.9-12.WH.33</b> Create, interpret, and utilize maps that display and explain the geo-spatial patterns of cultural, economic, political, and environmental characteristics.</p>	<p><b>1200 CO4:</b> Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution. <b>1200 CO5:</b> Use historical thinking skills and reasoning practices such as scale, comparison, causation, CCOT, sourcing, claim testing, and contextualization to understand and evaluate the historical narrative. <b>U2-3:</b> Assess the causes and effects of the expansion and contraction of networks during this era.</p>	<p>In addition to the specific assets listed below, there are repeated geography activities in each unit of the course. <b>1200 U2:</b> "Trans-Saharan Routes"; "Indian Ocean Routes"; Geography - Unit 2 Mapping, Part 2. <b>U3:</b> "Transatlantic Migration Patterns"; Our Interconnected World; CCOT - Africa and the Americas; Geography - Unit 3 Mapping, Part 2. <b>U5:</b> Urbanization Game; When Countries Industrialized. <b>U7:</b> Our Interconnected World - World War I</p>
<p><b>SS.9-12.WH.34</b> Use demographic data to analyze various factors that shape human environment interactions, including but not limited to: the impacts of disease, technology, economy, scarcity of resources, and culture.</p>	<p><b>1200 CO4:</b> Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution. <b>1200 CO5:</b> Use historical thinking skills and reasoning practices such as scale, comparison, causation, CCOT, sourcing, claim testing, and contextualization to understand and evaluate the historical narrative. <b>U2-3:</b> Assess the causes and effects of the expansion and contraction of networks during this era. <b>U3-3:</b> Use historical data to explore changes to global life expectancy.</p>	<p>In addition to the specific assets listed below, there are repeated geography activities in each unit of the course. <b>1200 U2:</b> Data Exploration: Population; "Trans-Saharan Routes"; "Indian Ocean Routes"; Contagion!; "Trade Networks and the Black Death"; <i>Disease! CCWH</i>; Geography - Unit 2 Mapping, Part 2. <b>U3:</b> Data Exploration - Urbanization; "Transatlantic Migration Patterns"; Our Interconnected World; CCOT - Africa and the Americas; Geography - Unit 3 Mapping, Part 2. <b>U4:</b> Data Exploration - War and Peace. <b>U5:</b> Data Exploration - Child Labor; Urbanization Game; When Countries Industrialized. <b>U6:</b> Data Exploration - Greenhouse Gas Emissions. <b>U7:</b> Data Exploration - Democracy; Our Interconnected World - World War I. <b>U8:</b> Data Exploration - Global Inequality. <b>U9:</b> "Population and Environmental Trends, 1880 to the Present"; "Is the World Flat or Spiky?"; Dollar Street; "The Anthropocene"; Data Exploration: Future Population Growth; Project X - Final Presentation</p>
<p><b>SS.9-12.WH.35</b> Analyze how changes in the environment, technology, and cultural characteristics of a place or region influence patterns of settlement, trade, and land use.</p>	<p><b>1200 CO4:</b> Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution. <b>1200 CO5:</b> Use historical thinking skills and reasoning practices such as scale, comparison, causation, CCOT, sourcing, claim testing, and contextualization to understand and evaluate the historical narrative. <b>U2-3:</b> Assess the causes and effects of the expansion and contraction of networks during this era. <b>U3-3:</b> Use historical data to explore changes to global life expectancy.</p>	<p>In addition to the specific assets listed below, there are repeated geography activities in each unit of the course. <b>1200 U2:</b> "Trans-Saharan Routes"; "Indian Ocean Routes"; Contagion!; "Trade Networks and the Black Death"; <i>Disease! CCWH</i>; Geography - Unit 2 Mapping, Part 2. <b>U3:</b> "Transatlantic Migration Patterns"; Our Interconnected World; CCOT - Africa and the Americas; Geography - Unit 3 Mapping, Part 2. <b>U5:</b> Urbanization Game; When Countries Industrialized. <b>U7:</b> Our Interconnected World - World War I. <b>U9:</b> "Population and Environmental Trends, 1880 to the Present"; "Is the World Flat or Spiky?"; Dollar Street; "The Anthropocene"</p>
<p><b>SS.9-12.WH.36</b> Evaluate how economic globalization and the scarcity of resources contribute to conflict and cooperation within and among countries.</p>	<p><b>1200 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>1200 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. <b>1200 U9-1:</b> Assess how globalization both positively and negatively affects human communities, networks, and production and distribution.</p>	<p><b>1200 U9:</b> "Introduction to Globalization"; <i>Globalization I - The Upside: CCWH</i>; "What's the Downside of Globalization?"; "The Trouble With Globalization"; "Is the World Flat or Spiky?"; "Following Goods Across the World"; "WTO Resistance"; <i>Indigenous Americans and Globalization</i>; "The Zapatistas in Mexico"; <i>Conflict in Israel and Palestine: CCWH</i>; "Conflict Over Natural Resources"</p>

## Nevada Standards WHP 1200 Objectives Crosswalk

### Economics

NEVADA WORLD HISTORY & GEOGRAPHY SOCIAL STUDIES CONTENT STANDARDS	WORLD HISTORY PROJECT COURSE OBJECTIVES (CO#) AND LEARNING OBJECTIVES (1200 COURSE=U#-#) THAT SUPPORT NEVADA SKILLS AND STANDARDS	RELEVANT WHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT NEVADA SKILLS AND STANDARDS
<b>ECONOMICS</b>		
<p><b>SS.9-12.WH.37</b> Compare different economic and labor systems within and across societies.</p>	<p><b>1200 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution.  <b>1200 U5-4:</b> Assess the new labor and economic systems that emerged during the long nineteenth century.</p>	<p><b>1200 U2:</b> "Archipelago of Trade"; "New World Webs: Diversity and Exchange in the Americas"; <i>Guilds, Wool, and Trade: Medieval England in a Global Economy</i>; "Trans-Saharan Routes"; <i>Silk and the Song Dynasty</i>; "Indian Ocean Routes"; Making Claims - Expanding Networks. <b>U3:</b> Our Interconnected World, Comparison - Economic Systems; "Overview of New Economic Systems"; <i>The Spanish Empire, Silver, and Runaway Inflation: CCWH</i>; <i>Capitalism and the Dutch East India Company: CCWH</i>. <b>U5:</b> "The Industrial Revolution"; The Urbanization Game; "The Rise of the Proletariat"; Economic Systems Simulation; <i>Capitalism and Socialism: CCWH</i>; "Child Labor" <b>U7:</b> "Global Great Depression"; Communism, Fascism, Both, or Neither!. <b>U8:</b> "The Cold War: An Overview". <b>U9:</b> "Introduction to Globalization"; "The Rise of China"</p>
<p><b>SS.9-12.WH.38</b> Examine the ways in which trade, commerce, and industrialization impact individuals, groups, and nations.</p>	<p><b>1200 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution.  <b>1200 U5-4:</b> Assess the new labor and economic systems that emerged during the long nineteenth century.</p>	<p><b>1200 U2:</b> "Archipelago of Trade"; "New World Webs: Diversity and Exchange in the Americas"; <i>Guilds, Wool, and Trade: Medieval England in a Global Economy</i>; "Trans-Saharan Routes"; <i>Silk and the Song Dynasty</i>; "Indian Ocean Routes"; Making Claims - Expanding Networks. <b>U3:</b> Our Interconnected World, Comparison - Economic Systems; "Overview of New Economic Systems"; <i>The Spanish Empire, Silver, and Runaway Inflation: CCWH</i>; <i>Capitalism and the Dutch East India Company: CCWH</i>. <b>U5:</b> "The Industrial Revolution"; The Urbanization Game; "The Rise of the Proletariat"; Economic Systems Simulation; <i>Capitalism and Socialism: CCWH</i>; "Child Labor" <b>U7:</b> "Global Great Depression"; Communism, Fascism, Both, or Neither!. <b>U8:</b> "The Cold War: An Overview". <b>U9:</b> "Introduction to Globalization"; "The Rise of China"</p>
<p><b>SS.9-12.WH.39</b> Investigate the factors that influenced the evolution of economies and standards of living across the world, including but not limited to: investments in physical capital, worker education and training, and technology.</p>	<p><b>1200 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution.  <b>1200 U5-4:</b> Assess the new labor and economic systems that emerged during the long nineteenth century..</p>	<p><b>1200 U5:</b> Data Exploration: Child Labor; "The Rise of the Proletariat"; "Responses to Industrialization"; Ottilie Baader (Graphic Biography); Contextualization - Child Labor; "Child Labor"; Comparison - Women's Suffrage; "A World Tour of Women's Suffrage"; "Changing Gender Roles"; Claim Testing - Social Class and Gender</p>
<p><b>SS.9-12.WH.40</b> Explain how globalization has impacted economic growth, labor markets, rights of citizens, the environment, resources, and income distribution in different nations.</p>	<p><b>1200 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>1200 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. <b>1200 U9-1:</b> Assess how globalization both positively and negatively affects human communities, networks, and production and distribution.</p>	<p><b>1200 U9:</b> "Introduction to Globalization"; <i>Globalization I - The Upside: CCWH</i>; "What's the Downside of Globalization?"; "The Trouble With Globalization"; "Is the World Flat or Spiky?"; "Following Goods Across the World"; "WTO Resistance"; <i>Indigenous Americans and Globalization</i>; "The Zapatistas in Mexico"; <i>Conflict in Israel and Palestine: CCWH</i>; "Conflict Over Natural Resources"</p>