



# WHP AND PENNSYLVANIA'S ACADEMIC STANDARDS FOR SOCIAL STUDIES



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**Cover:** *This ruffed grouse is drumming on a log with his outstretched feathers. The Pennsylvania state bird is the ruffed grouse. © photobird / iStock / Getty Images Plus*

## Pennsylvania WHP Executive Summary

The World History Project (WHP) curriculum provides an opportunity for Pennsylvania's World History 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 Pennsylvania's World History course. 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 opportunity cost. WHP includes three chronological courses: Origins to the Present, 1200 to the Present, and 1750 to the Present. While Pennsylvania's world history course starts at 1450, the beauty of the WHP course is that it can be molded to conform to a variety of periodizations. Therefore, for Pennsylvania, we recommend that teachers use the 1200 course. Assets from the 1750 course may also be used as supplements to satisfy Pennsylvania state standards. The accompanying crosswalk provides examples of aligned materials from both courses.

## WHP and Pennsylvania's Academic 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While completing the WHP curriculum, students will learn historical content through various frames and will develop and apply their inquiry skills.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 the Pennsylvania's Academic Standards for Social Studies. WHP also includes multiple opportunities for students to engage in inquiry-based learning: reading, writing, claim testing, causation, comparison, contextualization, continuity and change over time, and sourcing. In addition, 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 supply and demand during the Industrial Revolution, the various types of governments during the Atlantic Revolutions and World War I, and the role of groups during the Woman's Suffrage Movement. These topics are aligned to the grade band competencies outlined in Pennsylvania's standards. Additional information on the frames and scales can be found in the WHP Course Guide. In Pennsylvania's world history course, there is an emphasis on concepts such as scarcity of resources, rights and responsibilities, and geographic tools. Specifically, the Pennsylvania Curriculum Framework for Social Studies outlines the essential questions aligned to the big ideas and goals of the course. Some of these questions are as follows: "How does the exercise of rights and responsibilities differ in various forms of governments?," "How does unlimited wants with limited resources impact government?," "How are the tools of geography used to represent time, space and place?," and "How does world history reflect the struggle to balance the control of freedom and liberty?" The WHP supports students as they study the historical content expressed in these questions, which occurs throughout various scales. Accordingly, scale switching is a major theme of the WHP course.



Assets encourage students to understand historical events and processes on global, regional, national, local, and individual spatial and temporal scales. These course expectations are found throughout the WHP Course Guide.

In addition, Pennsylvania's Academic Standards for Social Studies outlines its inclusion of Civics and Government, Geography, Economics, and History content. WHP uses the frames of communities, networks, and production and distribution to help students understand, evaluate, and question the WHP narrative. The WHP communities frame aligns with Pennsylvania's focus on civics and nationalism. The networks frame compliments the study of human interactions including economic and environmental. Finally, the production and distribution frame aligns with Pennsylvania's focus on economics and trade. WHP is an excellent fit for meeting Pennsylvania's World History course expectations.

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

WHP was 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.

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 Pennsylvania's students to meet a 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 knowledge that is expected from Pennsylvania's world history course.

**Pennsylvania Standards BHP Objectives Crosswalk**  
**Historical**

PENNSYLVANIA'S ACADEMIC STANDARDS FOR SOCIAL STUDIES	WORLD HISTORY PROJECT 1200 COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT PENNSYLVANIA SKILLS AND STANDARDS	RELEVANT WHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT PENNSYLVANIA SKILLS AND STANDARDS
<b>WORLD HISTORY 1450-PRESENT</b>		
<b>8.1. Historical Analysis and Skills Development</b>		
<b>8.1.W.A.</b> Evaluate patterns of continuity and change over time, applying context of events.	<b>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>U2:</b> CCOT - Introduction. <b>U3:</b> CCOT - The Global Tapestry to Transoceanic Interconnections; Causation - Migrations. <b>U4:</b> CCOT - Transoceanic Interconnections to Revolutions; Causation - Recipe for a Revolution. <b>U5:</b> CCOT - Revolutions to Industrialization. <b>U6:</b> Causation - Indian Uprising. <b>U7:</b> CCOT - Empire to Global Conflict; Causation - World War II. <b>U9:</b> CCOT - Unit Comparisons; Causation - Environmental Change.
<b>8.1.W.B.</b> Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.	<b>CO3:</b> Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story. <b>CO5:</b> 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>U2:</b> Sourcing - Introduction; Causation - Revolutions; Causation - Recipe for a Revolution. <b>U3:</b> Sourcing - Spanish Conquest of the Aztec Empire; Causation - Industrialization to Migration. <b>U5:</b> Sourcing - Why Was Slavery Abolished?; Causation - Indian Uprising. <b>U6:</b> Sourcing - Differing Perspectives on Imperialism; Gentlemen of the Jungle. <b>U7:</b> Causation - WWII. <b>U8:</b> Sourcing - Who Started the Cold War?; Cold War Crisis.
<b>8.1.W.C.</b> Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources.	<b>CO1:</b> Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story. <b>CO6:</b> Create and support arguments using historical evidence to communicate conclusions through individual or shared writing.	<b>U1:</b> DBQ.0. <b>U2:</b> Unit 2 LEQ. <b>U3:</b> DBQ.3. <b>U4:</b> Unit 4 LEQ. <b>U5:</b> DBQ.5. <b>U6:</b> Unit 6 LEQ. <b>U7:</b> DBQ.7. <b>U8:</b> Unit 8 LEQ. <b>U9:</b> Project X - Final Presentation; The World in 2050; DBQ.9.
<b>8.4. World History</b>		
<b>8.4.W.A.</b> Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.	<b>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>CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. <b>U5-5:</b> Evaluate why people's perceptions of slavery, gender, and childhood changed during this era.	<b>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?"; UN Sustainable Development Goals; "Movements to End Racial Injustice: From Civil Rights to Black Lives Matter". <b>1750 U7:</b> Debate - Human Rights and Asylum.
<b>8.4.W.B.</b> Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.	<b>CO5:</b> Use historical thinking skills and reasoning practices such as scale, comparison, causation, continuity and change over time, sourcing, claim testing, and contextualization, to understand and evaluate the historical narrative.	<b>U3:</b> Sourcing - Spanish Conquest of the Aztec Empire. <b>U4:</b> "The Enlightenment"; Enlightenment Quotes; "The Atlantic Revolutions". <b>U5:</b> Sourcing - Why Was Slavery Abolished? <b>U6:</b> Sourcing - Differing Perspectives on Imperialism; Gentlemen of the Jungle. <b>U8:</b> Sourcing - Who Started the Cold War?; Cold War Crisis. <b>U9:</b> Comparison - Rights Documents
<b>8.4.W.C.</b> Evaluate how continuity and change have impacted the world today. <ul style="list-style-type: none"> <li>• Belief systems and religions</li> <li>• Commerce and industry</li> <li>• Technology</li> <li>• Politics and government</li> <li>• Physical and human geography</li> <li>• Social organization</li> </ul>	<b>CO5:</b> Use historical thinking skills and reasoning practices such as scale, comparison, causation, continuity and change over time, sourcing, claim testing, and contextualization, to understand and evaluate the historical narrative.	<b>U2:</b> CCOT - Introduction. <b>U3:</b> CCOT - The Global Tapestry to Transoceanic Interconnections; Causation - Migrations. <b>U4:</b> CCOT - Transoceanic Interconnections to Revolutions; Causation - Recipe for a Revolution. <b>U5:</b> CCOT - Revolutions to Industrialization. <b>U6:</b> Causation - Indian Uprising. <b>U7:</b> CCOT - Empire to Global Conflict; Causation - World War II. <b>U9:</b> CCOT - Unit Comparisons; Causation - Environmental Change.
<b>8.4.W.D.</b> Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania.	<b>CO4:</b> Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution.	<b>U9:</b> "Why Does Genocide Still Happen?"; <i>Nonviolence and Peace Movements: CCWH</i> ; "International Institutions"; "WTO Resistance"; "Transnationalism and the Revival of Nationalism"; "A Century of Refugees"; <i>Conflict in Israel and Palestine: CCWH</i> ; "September 11, 2001"; Islam Alhashel (Graphic Biography); "Movements to End Racial Injustice: From Civil Rights to Black Lives Matter"; UN Sustainable Development Goals; "Conflict Over Natural Resources"; LaDonna Brave Bull Allard (Graphic Biography)

# Pennsylvania Standards BHP Objectives Crosswalk

## Geography

PENNSYLVANIA'S ACADEMIC STANDARDS FOR SOCIAL STUDIES	WORLD HISTORY PROJECT 1200 COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT PENNSYLVANIA SKILLS AND STANDARDS	RELEVANT WHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT PENNSYLVANIA SKILLS AND STANDARDS
<b>GEOGRAPHY</b>		
<b>7.1. Basic Geographic Literacy</b>		
<p><b>7.1.W.A.</b> Use geographic tools to analyze information about the interaction between people, places, and the environment.</p>	<p><b>CO4:</b> Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution. <b>CO5:</b> Use historical thinking skills and reasoning practices such as scale, comparison, causation, 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><b>U2-8:</b> Geography - Mapping, Part 1 and Part 2 activities. <b>U3:</b> "Transatlantic Migration Patterns"; Our Interconnected World; CCOT - Africa and the Americas. <b>U5:</b> Urbanization Game; When Countries Industrialized. <b>U6:</b> "Industrial Imperialism, the 'New' Imperialism". <b>U7:</b> Our Interconnected World - World War I; Contextualization - The Great Depression; "The Second World War". <b>U8:</b> "The Cold War: An Overview"</p>
<b>7.2. Physical Characteristics of Places and Regions</b>		
<p><b>7.2.W.A.</b> Analyze the physical characteristics of places and regions, including the interrelationships among the components of Earth's physical systems.</p>	<p><b>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>U2-2:</b> Investigate regional networks of exchange that connected societies and how communities were impacted by these connections. <b>U5 Problem Question:</b> What factors led to some regions industrializing quickly, others slowly, and some even de-industrializing during this period?</p>	<p><b>U2-8:</b> Geography - Mapping, Part 1 and Part 2 activities; WHP Maps Index. <b>1750 U3:</b> Contextualization - How Was Industrialization Possible?</p>
<p><b>7.2.W.B.</b> Analyze the significance of physical processes in shaping the character of places and regions.</p>	<p><b>CO4:</b> Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution. <b>CO5:</b> Use historical thinking skills and reasoning practices such as scale, comparison, causation, 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><b>U2-8:</b> Geography - Mapping, Part 1 and Part 2 activities. <b>U3:</b> "Transatlantic Migration Patterns"; Our Interconnected World; CCOT - Africa and the Americas. <b>U5:</b> Urbanization Game; When Countries Industrialized. <b>U7:</b> Our Interconnected World - World War I</p>
<b>7.3. Human Characteristics of Places and Regions</b>		
<p><b>7.3.W.A.</b> Analyze the human characteristics of places and regions using the following criteria:</p> <ul style="list-style-type: none"> <li>• Population</li> <li>• Culture</li> <li>• Settlement</li> <li>• Economic activities</li> <li>• Political activities</li> </ul>	<p><b>CO4:</b> Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution. <b>CO5:</b> Use historical thinking skills and reasoning practices such as scale, comparison, causation, CCOT, sourcing, claim testing, and contextualization to understand and evaluate the historical narrative. <b>U3-3:</b> Use historical data to explore changes to global life expectancy.</p>	<p><b>U2-8:</b> Geography - Mapping, Part 1 and Part 2 activities. <b>U3:</b> Data Exploration - Urbanization; "Transatlantic Migration Patterns"; Our Interconnected World; World Zone Cafe; "Columbian Exchange"; "The Effects of Global Interactions". <b>U5:</b> Urbanization Game; When Countries Industrialized; "The Industrial Revolution"; <i>Railroads &amp; the Industrial Revolution: CCWH</i>; "The Global Transformations of the Industrial Revolution". <b>U6:</b> Data Exploration - Greenhouse Gas Emissions. <b>U7:</b> Our Interconnected World - World War I; "World War I - A Total War?". <b>U9:</b> "Population and Environmental Trends, 1880 to the Present"; "Is the World Flat or Spiky?"; Dollar Street; "The Anthropocene"</p>
<b>7.4. Interactions Between People and the Environment</b>		
<p><b>7.4.W.A.</b> Analyze the effects of changes in the physical systems.</p>	<p><b>CO4:</b> Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution. <b>U9-1:</b> Assess how globalization both positively and negatively affects human communities, networks, and production and distribution. <b>U9-5:</b> Analyze how globalization has impacted the environment.</p>	<p><b>U3:</b> "Crops That Grew the World". <b>U6:</b> Data Exploration - Greenhouse Gas Emissions. <b>U9:</b> "The Anthropocene"; "Population and Environmental Trends, 1880 to the Present"; <i>Green Revolution</i>; "Environmentalism"</p>
<p><b>7.4.W.B.</b> Analyze the effects of human activity on the physical systems.</p>	<p><b>CO4:</b> Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution. <b>CO5:</b> Use historical thinking skills and reasoning practices such as scale, comparison, causation, CCOT, sourcing, claim testing, and contextualization to understand and evaluate the historical narrative. <b>U3-3:</b> Use historical data to explore changes to global life expectancy.</p>	<p><b>U3:</b> Data Exploration - Urbanization; "Transatlantic Migration Patterns"; Our Interconnected World; World Zone Cafe; "Columbian Exchange"; "The Effects of Global Interactions"; Geography - Unit 3 Mapping, Part 2. <b>U5:</b> Urbanization Game; When Countries Industrialized; "The Industrial Revolution"; <i>Railroads &amp; the Industrial Revolution: CCWH</i>; "The Global Transformations of the Industrial Revolution". <b>U6:</b> Data Exploration - Greenhouse Gas Emissions. <b>U7:</b> Our Interconnected World - World War I; "World War I - A Total War?". <b>U9:</b> "Population and Environmental Trends, 1880 to the Present"; "Is the World Flat or Spiky?"; Dollar Street; "The Anthropocene"</p>

## Pennsylvania Standards BHP Objectives Crosswalk

### Economics

PENNSYLVANIA'S ACADEMIC STANDARDS FOR SOCIAL STUDIES	WORLD HISTORY PROJECT 1200 COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT PENNSYLVANIA SKILLS AND STANDARDS	RELEVANT WHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT PENNSYLVANIA SKILLS AND STANDARDS
<b>ECONOMICS</b>		
<b>6.1. Scarcity and Choice</b>		
<b>6.1.W.A.</b> Analyze how choices are made because of scarcity.	<b>U3-3.1:</b> Understand the emergence of new economic systems and their impact on communities and networks. <b>U3-3.2:</b> Evaluate capitalism as a new economic system that fueled colonization and the slave trade.	<b>U3:</b> "The Transatlantic Slave Trade". <b>U6:</b> "Struggle and Transformation in China". <b>U7:</b> "World War I: A Total War?"; "Global Great Depression"; "The Global Story of the 1930s". <b>1750 U1:</b> "Production and Distribution in 1750". <b>1750 U7:</b> "Economics in the Second World War"
<b>6.1.W.B.</b> Analyze how conflict and cooperation among groups and organizations have impacted the control of limited resources in the world.	<b>CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. <b>U9-2:</b> Evaluate how globalization has impacted inequality around the world.	<b>U6:</b> "Struggle and Transformation in China". <b>U9:</b> CCOT – Era Comparisons; Dollar Street Project; "Rise of China"; "Goods Across the World"; Follow the Product; "International Institutions"; UN Development Goals; "Conflict Over Natural Resources"
<b>6.1.W.C.</b> Analyze the opportunity cost of decisions made by individuals, businesses, communities, and nations.		
<b>6.2. Markets and Economic Systems</b>		
<b>6.2.W.A.</b> Evaluate the flow of goods and services in an international economy.	<b>U3-1.2:</b> Learn about the Columbian Exchange and evaluate the changes to communities, networks, and the environment that occurred because of this exchange. <b>U9-1:</b> Assess how globalization both positively and negatively affects human communities, networks, and production and distribution.	<b>U3:</b> "The Transatlantic Slave Trade". <b>U6:</b> "Struggle and Transformation in China". <b>U7:</b> "Global Great Depression"; "The Global Story of the 1930s". <b>U9:</b> "Introduction to Globalization"; Dollar Street Project; "Is the World Flat or Spiky?"; <i>Globalization I - The Upside: CCWH</i> ; "The Rise of China"; "Following Goods Across the World". <b>1750 U1:</b> "Production and Distribution in 1750"
<b>6.2.W.C.</b> Evaluate the impact of advertising and media on individual and group behavior throughout world history.	<b>CO4:</b> Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution.	<b>U6:</b> "World War I: A Total War?"; World War I Poster Analysis. <b>U9:</b> "Why Does Genocide Still Happen?"; "Our Networks Today"
<b>6.2.W.D.</b> Explain how the laws of supply and demand impacted individuals and groups behavior over time.	<b>U3-1.1:</b> Understand and evaluate the transfer of crops before and after the Columbian Exchange. <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>U3:</b> "Overview of New Economic Systems". <b>U5:</b> CCOT- Revolutions to Industrialization; Urbanization Game; "The Global Transformations of the Industrial Revolution". <b>U6:</b> "Struggle and Transformation in China". <b>1750 U1:</b> "Production and Distribution in 1750"
<b>6.2.W.E.</b> Analyze the impact of the business cycle on individual and group behavior over time. Analyze the characteristics of economic expansion, recession, and depression.	<b>CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, production and distribution, and population.	<b>U7:</b> "The Global Great Depression"
<b>6.2.W.F.</b> Analyze the impact of private economic institutions on individuals and groups over time.	<b>CO4:</b> Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution. <b>U5-4:</b> Assess the new labor and economic systems that emerged during the long nineteenth century.	<b>U3:</b> "Overview of New Economic Systems"; <i>Capitalism and the Dutch East India Company: CCWH</i> . <b>U5:</b> "The Industrial Revolution"; "Responses to Industrialization"; Otilie Baader (Graphic Biography). <b>U9:</b> "Rise of China"; "WTO Resistance"; "International Institutions"
<b>6.2.W.G.</b> Compare and contrast various economic systems.	<b>CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. <b>U5-4:</b> Assess the new labor and economic systems that emerged during the long nineteenth century.	<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"; "Devastation of Old Markets". <b>U9:</b> "Introduction to Globalization"; "The Rise of China"
<b>6.3. Functions of Government</b>		
<b>6.3.W.B./6.3.W.D.</b> Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world. <ul style="list-style-type: none"> <li>• Ethnicity and Race</li> <li>• Working conditions</li> <li>• Immigration</li> <li>• Military conflict</li> <li>• Economic Stability</li> </ul>	<b>U6-4:</b> Analyze the different ways communities responded to colonialism. <b>U7-2:</b> Assess World War I as a total and global war. <b>U7-4.1:</b> Analyze the causes, scale, and consequences of World War II.	<b>U4:</b> "Ingredients for Revolution"; "The World Revolution of 1848"; "The Atlantic Revolution"; "Origins and Impacts of Nationalism"; <i>Nationalism</i> ; "Ethnic Nationalism". <b>U5:</b> "Meiji Restoration"; <i>Capitalism and Socialism: CCWH</i> ; "Rise of the Proletariat"; "Responses to Industrialization"; "Child Labor". <b>U6:</b> "1857 Indian Uprising"; "Tools of Imperialism"; "Struggle and Transformation in China"; <i>Opium Wars</i> ; "Responses to Industrial Imperialism". <b>U7:</b> "World War I: A Total War?"; "The Power of One: The Russian Revolution"; <i>Internationalism Between the Wars</i> ; "The Second World War". <b>U8:</b> "Devastation of Old Markets". <b>U9:</b> "International Institutions". <b>1750 U2:</b> "Economic and Material Causes of Revolt"
<b>6.4. Economic Interdependence</b>		

<p><b>6.4.W.A.</b> Explain how specialization contributes to economic interdependence on a national and international level.</p>	<p><b>U3-1:</b> Understand how historians create narratives to explain how human communities entered a global age 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.</p>	<p><b>U3:</b> "Crops that Grew the World"; "The Columbian Exchange"; "Overview of New Economic Systems". <b>U5:</b> "Egypt's Industrial Revolution". <b>U6:</b> "Industrial Imperialism: The 'New' Imperialism"; "Struggle and Transformation in China". <b>1750 U1:</b> "Global Production and Distribution in 1750". <b>U7:</b> "Economics in the Second World War"</p>
<p><b>6.4.W.B.</b> Explain how trade contributes to economic interdependence.</p>	<p><b>U3-1.2:</b> Learn about the Columbian Exchange and evaluate the changes to communities, networks, and the environment that occurred because of this exchange. <b>U9-1:</b> Assess how globalization both positively and negatively affects human communities, networks, and production and distribution.</p>	<p><b>U3:</b> "The Transatlantic Slave Trade". <b>U6:</b> "Struggle and Transformation in China". <b>U7:</b> "Global Great Depression"; "The Global Story of the 1930s". <b>U9:</b> "Introduction to Globalization"; Dollar Street Project; "Is the World Flat or Spiky?"; <i>Globalization I - The Upside: CCWH</i>; "The Rise of China"; "Following Goods Across the World". <b>1750 U1:</b> "Production and Distribution in 1750"</p>
<p><b>6.4.W.C.</b> Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.</p>	<p><b>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>CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. <b>U5-5:</b> Evaluate why people's perceptions of slavery, gender, and childhood changed during this era.</p>	<p><b>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>U7:</b> Debate - Human Rights and Asylum. <b>U9:</b> "The Zapatistas in Mexico"; UN Sustainable Development Goals</p>
<p><b>6.4.W.D.</b> Explain how the level of development of transportation, communication networks, and technology affect economic interdependence.</p>	<p><b>CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, production and distribution, and population.</p>	<p><b>U7:</b> "Global Great Depression"; "The Global Story of the 1930s". <b>U8:</b> "Devastation of Old Markets". <b>U9:</b> "Introduction to Globalization"; Dollar Street Project; "Is the World Flat or Spiky?"; <i>Globalization I - The Upside: CCWH</i>; "The Rise of China"; "Following Goods Across the World"; "WTO Resistance". <b>1750 U6:</b> "Capitalism and World War I"</p>
<p><b>6.5. Income, Profit, and Wealth</b></p>		
<p><b>6.5.W.E.</b> Compare distribution of wealth across nations.</p>	<p><b>CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, production and distribution, and population. <b>U9-1:</b> Assess how globalization both positively and negatively affects human communities, networks, and production and distribution.</p>	<p><b>U7:</b> "Global Great Depression"; "The Global Story of the 1930s". <b>U8:</b> "Devastation of Old Markets". <b>U9:</b> "Introduction to Globalization"; Dollar Street Project; "Is the World Flat or Spiky?"; <i>Globalization I - The Upside: CCWH</i>; "The Rise of China"; "Following Goods Across the World"; "WTO Resistance". <b>1750 U6:</b> "Capitalism and World War I"</p>



# Pennsylvania Standards BHP Objectives Crosswalk

## Civics & Government

PENNSYLVANIA'S ACADEMIC STANDARDS FOR SOCIAL STUDIES	WORLD HISTORY PROJECT 1200 COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT PENNSYLVANIA SKILLS AND STANDARDS	RELEVANT WHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT PENNSYLVANIA SKILLS AND STANDARDS
<b>CIVICS &amp; GOVERNMENT</b>		
<b>5.1. Principles and Documents of Government</b>		
<p><b>5.1.W.B.</b> Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world. -Employ historical examples and political philosophy to evaluate the major arguments advanced for the necessity of government.</p>	<p><b>U6-4:</b> Analyze the different ways communities responded to colonialism. <b>U7-2:</b> Assess World War I as a total and global war. <b>U7-4.1:</b> Analyze the causes, scale, and consequences of World War II.</p>	<p><b>U4:</b> "Ingredients for Revolution"; "The World Revolution of 1848"; "The Atlantic Revolution"; "Origins and Impacts of Nationalism"; <i>Nationalism</i>; "Ethnic Nationalism". <b>U5:</b> "Meiji Restoration"; <i>Capitalism and Socialism: CCWH</i>; "Rise of the Proletariat"; "Responses to Industrialization". <b>U6:</b> "1857 Indian Uprising"; "Struggle and Transformation in China"; <i>Opium Wars</i>; "Responses to Industrial Imperialism". <b>U7:</b> "World War I: A Total War?"; "The Power of One: The Russian Revolution"; <i>Internationalism Between the Wars</i>; "The Second World War". <b>U8:</b> "Devastation of Old Markets". <b>U9:</b> "International Institutions"; "Conflict Over Natural Resources". <b>1750 U2:</b> "Economic and Material Causes of Revolt"</p>
<p><b>5.1.W.F.</b> Evaluate the role of nationalism in uniting and dividing citizens.</p>	<p><b>U4-3.2:</b> Analyze how nationalism affected different societies and ethnic groups during this era.</p>	<p><b>U4:</b> "Origins and Impacts of Nationalism; <i>Nationalism</i>"; "The World Revolution of 1848"; "Ethnic Nationalism"; Rifa'a al-Tahtawi (Graphic Biography). <b>U7:</b> "The Mexican Revolution". <b>U8:</b> <i>Decolonization and Nationalism Triumphant: CCWH</i>; "Chinese Communist Revolution"; <i>Chinese Communist Revolution</i></p>
<b>5.2. Rights and Responsibilities of Citizenship</b>		
<p><b>5.2.W.A.</b> Contrast the rights and responsibilities of a citizen in a democracy with a citizen in an authoritarian system.</p>	<p><b>CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. <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>U7-4:</b> Understand the rise of fascism in various regions of the world, including its causes and consequences.</p>	<p><b>U4:</b> "Sovereignty"; "The Enlightenment"; "The Atlantic Revolutions". <b>U7:</b> Political Party Platform; <i>What Is Fascism?</i>; "Fascist Histories (Part 1): "Communism in the Soviet Union". <b>U8:</b> "End of Empire and the Cold War"; <i>Chinese Communist Revolution</i>; "Chinese Communist Revolution". <b>U9:</b> Comparison – Rights Documents. <b>1750 U7:</b> "Fascism in Germany"; "Fascism in Italy"; "Authoritarianism in Japan"; "Fascist Histories, Part II: Exercising Authoritarianism"</p>
<p><b>5.2.W.B.</b> Analyze strategies used to resolve conflicts in society and government.</p>	<p><b>CO2:</b> Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives. <b>U7-3.2:</b> Evaluate international cooperative efforts that arose because of or in response to the end of World War I. <b>U9-3.1:</b> Assess the role of international organizations in our increasingly globalized world.</p>	<p><b>U7:</b> World War I Peace Talks; <i>Internationalism Between the Wars</i>. <b>U9:</b> "International Institutions"; <i>Nonviolence and Peace Movements: CCWH</i>. <b>1750 U7:</b> "Appeasement". <b>1750 U8:</b> "And Then Gandhi Came: Nationalism, Revolution, and Sovereignty"</p>
<p><b>5.2.W.D.</b> Evaluate and demonstrate what makes competent and responsible citizens.</p>	<p><b>CO4:</b> Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution.</p>	<p><b>U4:</b> "Sovereignty"; "The Enlightenment". <b>1750 U2:</b> Responsibility and Compassion</p>
<b>5.3. How Government Works</b>		
<p><b>5.3.W.J.</b> Compare and contrast various systems of government.</p>	<p><b>1200 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. <b>U2-1:</b> Analyze the different ways humans formed communities in Afro-Eurasia, the Americas, and the Pacific.</p>	<p><b>U4:</b> "Sovereignty"; "The Atlantic Revolutions". <b>U7:</b> "The Power of One: Russian Revolution"; <i>What Is Fascism?</i>; "Fascist Histories (Part 1): "Communism in the Soviet Union". <b>U8:</b> "End of Empire and the Cold War". <b>U9:</b> Comparison – Rights Documents. <b>1750 U7:</b> "Fascism in Germany"; "Fascism in Italy"; "Authoritarianism in Japan"; Communism vs. Fascism; "Fascist Histories, Part II: Exercising Authoritarianism"; Communism, Fascism, Both, or Neither!</p>
<b>5.4. How International Relationships Function</b>		
<p><b>5.4.W.C.</b> Identify the role of international organizations.</p>	<p><b>CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution.</p>	<p><b>U7:</b> World War I Peace Talks; <i>Internationalism Between the Wars</i>. <b>U9:</b> "Universal Rights"; "International Institutions"; Comparison - Rights Documents; "WTO Resistance"; UN Sustainable Development Goals.</p>