



WHP AND TEXAS'S ESSENTIAL
KNOWLEDGE AND SKILLS FOR
SOCIAL STUDIES



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Texas WHP Executive Summary

The World History Project (WHP) curriculum provides an opportunity for Texas's high school students to develop a well-grounded foundation for deep understanding of world history through WHP's readings, videos, and activities. WHP aligns with the vast majority of the Texas Essential Knowledge and Skills (TEKS). Accordingly, teachers are encouraged to revise or include additional materials at any point in the WHP course in order to focus on, or dig more deeply into, specific topics or periods such as the Reformation, Scientific Revolution, and historical contributions of specific individuals. WHP includes three chronological courses: Origins to the Present, 1200 to the Present, and 1750 to the Present. Texas's world history course begins with the Neolithic Revolution; therefore, the Origins course is recommended. However, there are a multitude of assets that can be used in the 1200 and 1750 courses to fulfill specific standards. The accompanying crosswalk provides examples of aligned materials from these courses.

WHP and Texas's Essential Knowledge and Skills 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While completing the WHP curriculum, students will learn historical content through various frames and will develop and apply their inquiry skills.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 TEKS objectives such as "**WH.4:** The student understands how, after the collapse of classical empires, new political, economic, and social systems evolved and expanded from 600 to 1450" and "**WH.7:** The student understands the causes and impact of increased global interaction from 1450 to 1750." WHP includes multiple opportunities for students to engage in inquiry based-learning: reading, writing, claim testing, causation, comparison, contextualization, continuity and change over time, and sourcing. As mentioned above, the WHP course focuses on the frames, or "big pictures" of history, which include the following:

1. Networks: How have our networks of interaction changed over our long history?
2. Production and Distribution: How have our systems of production and distribution of goods and services changed over our long history?
3. Communities: How have our communities changed over our long history?

As students study these frames, they navigate various historical events through smaller scales of time and develop historical knowledge. These historical events include the rise and spread of civilization, imperialism, and global wars, which are all aligned to Texas's content expectations for world history. Additional information on the frames and scales can be found in the WHP Course Guide.

In Texas's world history course, there is an emphasis on 8000 BCE to the present day. Specifically, Texas's standards document states that their high school students should engage in the "study of significant people, events, and issues from the earliest times to the present." These course expectations are found throughout the WHP Course. For example, in the Origins course, students study the role and impact of an individual when they learn about Gandhi's utilization of non-violence. The content in this unit aligns to several of Texas's standards, including "**WH.20A:** Describe how people have participated in supporting or changing their governments."

The TEKS also include a Social Studies Skills Strand, for which WHP is particularly applicable. This strand requires students to analyze and evaluate primary and secondary sources, make comparisons, determine causation, make inferences, draw conclusions from visuals, and create evidence-based arguments. These skills are foundational to the WHP curriculum; historical reasoning is central in every unit of the Origins course. WHP contains multiple instances of this kind of alignment and is thus an excellent fit for meeting Texas's high school world history course expectations.

WHP and the C3 Framework

Texas's Essential Knowledge and Skills for Social Studies were created with the C3 Framework in mind and the C3 Framework incorporates the literacy expectations found in the CCSS. As a result, WHP meets the criteria for these historical thinking and literacy practices and provides the scaffolding necessary for teachers to engage student learning while meeting the needs of all learners in the classroom. WHP was designed with current research in literacy and historical thinking practices in mind and does an excellent job supporting teachers and scaffolding students into these expectations. The WHP eras and units include multiple opportunities for students to engage in inquiry-based learning as they examine primary and secondary sources, develop and test claims, create arguments, and develop their writing skills. These inquiry-based opportunities are reinforced through practice progressions. WHP incorporates disciplinary thinking and literacy practices into its curriculum and enables students to learn and practice inquiry-based skills at increasing complexity. An in-depth discussion of the progressions can be found in the "WHP Practice Progressions Guide." WHP provides resources for literacy practices and historical thinking processes that teachers can adapt for their other social studies courses. These resources include readings, writing assignments including DBQs and LEQs, and activities that incorporate historical thinking practices.

Conclusion

WHP provides an engaging and coherent curriculum that enables Texas's students to meet a majority of its state standards and develop ways of thinking, reading, and writing. WHP will reinforce the inquiry skills and the content and knowledge that is expected from Texas's high school world history course.

Texas Standards WHP Objectives Crosswalk

TEKS Knowledge and Skill Statement, World History	TEKS Student Expectations. The student is expected to:	World History Project course objectives (CO) and learning objectives (Origins Course = E#-#;) that support Texas Essential Knowledge and Skills	Relevant Examples of WHP Lessons and Assignments
STRAND: HISTORY			
WH.1: The student understands traditional historical points of reference in world history.	WH.1A: Identify major causes and describe the major effects of the following events from 8000 BC to 500 BC: the development of agriculture and the development of the river valley civilizations	CO1: Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story. E2-4: Evaluate, create, and support arguments using historical evidence for why many early human communities made the switch from foraging to farming. E2-6: Analyze and challenge the historical narrative of how farming led to the formation of complex, organized societies.	Origins E1: Comparison - Life in the Neolithic and Today; Origins E2: <i>Era 2 Overview Video</i> ; "Era 2 Overview - The Earliest Humans"; Geography - Era 2 Mapping Part 1; "Human Communities Populate the Earth"; "Foraging Simulation"; "Foraging Communities and Networks"; Comparison - Archaeological Sites; Making Claims - Foraging vs. Farming; <i>The Agricultural Revolution: CCWH</i> ; The Eloquent Peasant (Graphic Biography); "The First Farmers in Africa, The Cradle of Humanity"; The Xianrendong Pottery (Graphic Biography); Marketing 101 - Forage or Farm?; The Transition to Farming: Differing Perspectives; <i>Farming and the State</i> ; Causation - From Foraging to Complex Societies; "Introduction to Agrarian Societies"; "Growth of Cities"; Contextualization - Agrarian Societies; "China - Shang Dynasty"; "Egypt and Nubia"; "Aksum"; "Indus River Valley".
	WH.1B: Identify major causes and describe the major effects of the following events from 500 BC to AD 600: the development of the classical civilizations of Greece, Rome, Persia, India (Maurya and Gupta), China (Zhou, Qin, and Han), and the development of major world religions.	CO5: 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. E3-1: Understand, evaluate, and analyze why certain human communities began to organize into more complex societies, states, and empires. E3-3: Explain and interpret the spread of shared belief systems and how these beliefs shaped the formation of societies. E3-4: Understand and critique the common characteristics of societies such as social hierarchies, specialization of labor, farming, taxes, writing, and cities.	Origins E3: <i>Era 3 Overview Video</i> ; "Era 3 Overview: Cities, Societies, and Empires"; "Belief vs. Religion"; "Overview of Belief Systems"; "Confucianism"; "Daoism"; "Buddhism"; "Legalism"; "Why do Belief Systems Spread? How China Made Buddhism its Own"; <i>Christianity from Judaism to Constantine: CCWH</i> ; Comparison - Belief Systems; "Judaism"; "Christianity"; "Hinduism"; "Syncretism"; "What is an Empire?"; "Authority and Control in Ancient Empires"; <i>The Persians and the Greeks: CCWH</i> ; Empire Building; "The Persian Empire"; "The Macedonian Empire"; "The Ptolemaic Dynasty"; "The Mauryan and Gupta Empires"; "Zhou and Qin Empires"; CCOT - Empires; "What is an Empire?"; <i>The Roman Empire. Or Republic. Or Which Was It?: CCWH</i> ; "The Roman Empire"; "Han Dynasty China"; <i>2000 Years of Chinese History! The Mandate of Heaven and Confucius: CCWH</i> .
	WH.1C: Identify major causes and describe the major effects of the following important turning points in world history from 600 to 1450: the spread of major world religions and their impact on Asia, Africa, and Europe and the Mongol invasions and their impact on Europe, China, India, and Southwest Asia.	E4-1: Evaluate and critique the historical narrative of the rise and fall of societies. E4-4: Understand the formation and spread of Islam and how this belief system influenced communities and networks. E5-1: Understand and evaluate the formation of regional and global networks of interaction.	Origins E3: <i>Islam, the Quran, and the Five Pillars All Without a Flamewar: CCWH</i> ; "Islam"; Origins E4: "The Caliphate"; "Networks and Exchange in the Islamic World"; Claim Testing - The Muslim World; Contextualization - Mansa Musa; "States and Empires of West Africa"; <i>Mansa Musa and Islam in Africa: CCWH</i> ; "Christendom"; Origins E5: <i>Wait for It... The Mongols! CCWH</i> ; Primary Sources: Mongol Collection; Contextualization - Pastoral Empires: Mongols and Comanches; "Trade Networks and the Black Death"; Rashid al-Din (Graphic Biography); Rumi (Graphic Biography).
	WH.1D: Identify major causes and describe the major effects of the following important turning points in world history from 1450 to 1750: the rise of the Ottoman Empire, the influence of the Ming dynasty on world trade, European exploration and the Columbian Exchange, European expansion, and the Renaissance and the Reformation.	CO4: Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution. E4-2: Understand and analyze why networks of interaction both increased and decreased during this era. E5-1: Understand and evaluate the formation of regional and global networks of interaction. E5-2: Analyze how global interconnections impacted political systems, trade networks, and the biosphere/ environment. E5-4: Understand and critique the role of capitalism on the Columbian Exchange and transatlantic slave trade. E5-6: Interpret primary source documents to understand and analyze multiple perspectives of the Black Death, Columbian Exchange, and the transatlantic slave trade.	Origins E4: "China Under the Tang and Ming Dynasties"; Origins E5: Ottoman, Safavid, and Mughal Empires video; Zheng He (Graphic Biography); "Crops That Grew the World"; "The Columbian Exchange"; World Zone Café; The Columbian Exchange: CCWH; "The Effects of Global Interactions"; "Transatlantic Migration Patterns"; Amonute: Graphic Biography; "Religious Syncretism in Colonial Mexico City"; Sourcing - Spanish Conquest of the Aztec Empire; Our Interconnected World; "The Transatlantic Slave Trade"; <i>Impact of the Slave Trade: Through a Ghanaian Lens</i> ; Primary Sources: First Person Accounts of the Transatlantic Slave Trade; Domingos Alvares (Graphic Biography); CCOT - Africa and the Americas; "Race and Coerced Labor Part I: How Did People Become Property in the Americas?"; "Race and Coerced Labor Part II: Motivations and Justifications"; <i>The Spanish Empire, Silver, & Runaway Inflation: CCWH</i> ; <i>Capitalism and the Dutch East India Company: CCWH</i> ; "Capitalism and Slavery"; "Technology in the Age of Exploration"; "The Renaissance"; Origins E6: "Ottoman Empire". 1200 U3: Geography - Unit 3 Mapping Part 2
	WH.1E: Identify major causes and describe the major effects of the following important turning points in world history from 1750 to 1914: the Scientific Revolution, the Industrial Revolution and its impact on the development of modern economic systems, European imperialism, and the Enlightenment's impact on political revolutions.	E6-1: Analyze how the roles of sovereignty, individualism, and the fight for equality influenced political revolutions of this era. E6-2: Understand and evaluate the economic and technological changes that led to the Industrial Revolution and analyze how the Industrial Revolution created significant changes in human communities, networks, and production and distribution, as well as its impact on the environment. E6-3: Assess the role of industrialization and nationalism in the creation of new empires and the rise of the nation-state. U4-2: Understand the new economic systems that were developed in response to industrialization.	Origins E6: <i>The Scientific Revolution and the Age of Enlightenment: CCWH</i> ; <i>Era 6 Overview Video</i> ; "Era 6 Overview: The Long Nineteenth Century"; "Sovereignty"; "Ingredients for Revolution"; "The Enlightenment"; Enlightenment Quotes; "The Atlantic Revolutions"; <i>The Haitian Revolution</i> ; Causation - Recipe for a Revolution; Revolutionary Women; Images of the Industrial Revolution"; "The Industrial Revolution"; <i>Origins of the Industrial Revolution</i> ; Urbanization Game; "The Global Transformations of the Industrial Revolution"; Comparison - Egypt and Japan; "Japan's Industrial Revolution"; "Egypt's Industrial Revolution"; Closing - When Countries Industrialized; "Industrial Imperialism, the 'New' Imperialism"; "Responses to Industrial Imperialism"; Otilie Baader (Graphic Biography); <i>Experiencing Colonialism: Through a Ghanaian Lens</i> ; Claim Testing - Imperialism; <i>Asian Responses to Imperialism: CCWH</i> ; Dadabhai Naoroji (Graphic Biography); "Struggle and Transformation in China"; <i>Opium Wars</i> ; Sourcing - Differing Perspectives on Imperialism; <i>Resisting Colonialism: Through a Ghanaian Lens</i> ; Imperialism Cartoons; CCOT - The Long Nineteenth Century; "Rise of Proletariat"; Economic Systems Simulation; <i>Capitalism and Socialism: CCWH</i> ; Contextualization - Child Labor; "Child Labor"; "Responses to Industrialization"; Sadler Report; 1750 U4:

	WH.1F: Identify major causes and describe the major effects of the following important turning points in world history from 1914 to the present: the world wars and their impact on political, economic, and social systems; communist revolutions and their impact on the Cold War; independence movements; and globalization	CO2: Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives. E7-2: Evaluate how nationalism influenced political revolutions, wars, and the migration of peoples around the world during this era. E7-3: Explain the creation of new political ideologies and why they emerged during this era and how these changes led to hostilities. E7-4: Understand how world wars led to increased international cooperation and tensions. E7-5: Analyze and critique the positive and negative impacts of globalization on human society and the environment.	Origins E7: <i>Era 7 Overview Video</i> ; "Era 7 Overview: The Last 100 Years"; "What Caused the First World War?"; <i>Britain and World War I</i> ; <i>World War I Poster Analysis</i> ; <i>Southeast Asia and World War I</i> ; <i>The Middle East and World War I</i> ; <i>How World War I Started</i> : CCWH; "The First World War as a Global War"; "World War I: A Total War"; World War I Letters; "The Power of One: The Russian Revolution"; <i>Armenian Genocide</i> ; "Capitalism and World War I"; World War I Peace Talks"; "Global Great Depression"; "Fascist Histories"; Communism, Fascism, Both, or Neither; Internationalism Between the Wars; "The Second World War"; "Economics in the Second World War"; <i>World War II</i> : CCWH; "The Holocaust"; Primary Sources: The Holocaust; Assessing Responsibility and Conscience; "Nuclear Weapons"; "Thirty Years of Continuous War"; Claim Testing - Global Conflict; "Devastation of Old Markets"; "Connecting Decolonization and the Cold War"; <i>USA vs USSR Fight! The Cold War</i> : CCWH; "The Cold War: An Overview"; Who is "Winning" the Cold War?; "The Cold War Around the World"; Simulation - Cold War Crisis; "And Then Gandhi Came: Nationalism, Revolution, and Sovereignty"; <i>Decolonization and Nationalism Triumphant</i> : CCWH; <i>Chinese Communist Revolution</i> ; <i>Conflict in Israel and Palestine</i> : CCWH; "Introduction to Globalization"; "Goods Across the World"; <i>Globalization I - The Upside</i> : CCWH; Comparison - Rights Documents; <i>Nonviolence and Peace Movements</i> : CCWH; "Is the World Flat or Spiky?"; Dollar Street Project; <i>Indigenous Americans and Globalization</i> ; "The Zapatistas in Mexico"; "The Trouble With Globalization"; Claim Testing - Globalization; UN Sustainable Development Goals; <i>Globalization II: Good or Bad?</i> CCWH . 1750 U9: "What's the Downside of Globalization?"; "The Trouble with Globalization"; "Is the World Flat or Spiky?"; "Dollar Street Project"; Follow the Product; Making Claims - Globalization; "The Anthropocene"; "Population and
WH.2: The student understands how early civilizations developed from 8000 BC to 500 BC	WH.2A: Summarize the impact of the development of farming (Neolithic Revolution) on the creation of river valley civilizations	CO4: Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution. E2-4: Evaluate, create, and support arguments using historical evidence for why many early human communities made the switch from foraging to farming. E2-6: Analyze and challenge the historical narrative of how farming led to the formation of complex, organized societies. E3-1: Understand, evaluate, and analyze why certain human communities began to organize into more complex societies, states, and empires.	Origins E2: <i>Era 2 Overview Video</i> ; "Era 2 Overview – The Earliest Humans"; <i>The Agricultural Revolution</i> : CCWH; "The First Farmers in Africa, the Cradle of Humanity"; Marketing 101 - Foraging or Farming; "The Transition to Farming: Differing Perspectives"; <i>Farming and the State</i> ; Causation - From Foraging to Complex Societies; Geography - Era 2 Mapping Part 2. Origins E3: <i>Era 3 Overview Video</i> ; "Era 3 Overview - Cities, Societies, and Empires"; "Village Networks"; "Pastoralist, Nomads, and Foragers"; "Phoenicians: Masters of the Sea"; "The Iron Age"; "Introduction to Agrarian Societies"; "Growth of Cities"; Contextualization - Agrarian Societies; "China - Shang Dynasty"; "Egypt and Nubia"; Olmec and Chavin de Huanter"; "Aksum"; "Nok"; "Indus River Valley"
	WH.2B: Identify the characteristics of civilization.	E3-4: Understand and critique the common characteristics of societies such as social hierarchies, specialization of labor, farming, taxes, writing, and cities.	Origins E3: <i>First States Video</i> ; "First States"; <i>Rethinking Civilization</i> : CCWH .
	WH.2C: Explain how major river valley civilizations influenced the development of the classical civilizations	E3-1: Understand, evaluate, and analyze why certain human communities began to organize into more complex societies, states, and empires.	Origins E3: <i>Era 3 Overview Video</i> ; "Era 3 Overview: Cities, Societies, and Empires"; "Regional Trade Networks"; CCOT - Empires; Geography - Era 3 Mapping Part 1.
WH.3: The student understands the contributions and influence of classical civilizations from 500 BC to AD 600 on subsequent civilizations	WH.3A: Describe the major political, religious/philosophical, and cultural influences of Persia, India, China, Israel, Greece, and Rome.	E3-2: Analyze how trade networks expanded during this era. E3-3: Explain and interpret the spread of shared belief systems and how these beliefs shaped the formation of societies. E3-4: Understand and critique the common characteristics of societies such as social hierarchies, specialization of labor, farming, taxes, writing, and cities. E4-1: Evaluate and critique the historical narrative of the rise and fall of societies.	Origins E3: "Era 3 Overview - Cities, Societies, and Empires"; <i>Empire Building</i> ; "The Persian Empire"; "The Mauryan and Gupta Empires"; "The Zhou and Qin Empires"; <i>2000 Years of Chinese History!</i> CCWH; CCOT - Empires; <i>The Roman Empire -- or Republic -- Which Was It?</i> "CCWH"; "The Roman Empire"; "Introducing the Han Dynasty"; Geography - Era 3 Mapping Part 2.
	WH.3B: Explain the impact of the fall of Rome on Western Europe	E4-1: Evaluate and critique the historical narrative of the rise and fall of societies. E4-2: Understand and analyze why networks of interaction both increased and decreased during this era.	Origins E4: "Empires Fall"; "The Fall of Rome".
	WH.3C: Compare the factors that led to the collapse of Rome and Han China.	E4-1: Evaluate and critique the historical narrative of the rise and fall of societies. E4-2: Understand and analyze why networks of interaction both increased and decreased during this era.	Origins E4: "Empires Fall"; "The Fall of Rome"; "The Fall of the Han Dynasty".
WH.4: The student understands how, after the collapse of classical empires, new political, economic, and social systems evolved and expanded from 600 to 1450	WH.4A: Explain the development of Roman Catholicism and Eastern Orthodoxy as social and political factors in medieval Europe and the Byzantine Empire.	E4-6: Critique the narrative of the "Dark Ages" by analyzing and using evidence from multiple sources to support historical thinking.	Origins E4: "Era 4 Overview - Collapse and Restructuring"; <i>Era 4 Overview Video</i> ; "Christendom"; "The Dark Ages Debate"; "Was There Ever a 'Dark Age?'"
	WH.4B: Describe the major characteristics of and the factors contributing to the development of the political/social system of feudalism and the economic system of manorialism.	E4-6: Critique the narrative of the "Dark Ages" by analyzing and using evidence from multiple sources to support historical thinking.	Origins E4: "Era 4 Overview - Collapse and Restructuring"; <i>Era 4 Overview Video</i> ; "Christendom"; "Was There Ever a 'Dark Age?'"
	WH.4C: Explain the political, economic, and social impact of Islam on Europe, Asia, and Africa	E4-4: Understand the formation and spread of Islam and how this belief system influenced communities and networks.	Origins E3: Islam, the Quran, and the Five Pillars All Without a Flamewar: CCWH; "Islam"; Origins E4: "The Caliphate"; "Networks and Exchange in the Islamic World"; <i>The Emergence of Islam</i> ; Claim Testing - The Muslim World; Contextualization - Mansa Musa; "States and Empires of West Africa"; Mansa Musa and Islam in Africa: CCWH
	WH.4D: Describe the interactions among Muslim, Christian, and Jewish societies in Europe, Asia, and North Africa	E4-4: Understand the formation and spread of Islam and how this belief system influenced communities and networks. E4-5: Use historical thinking practices and reasoning skills such as claim testing, causation, historical comparison, contextualization, sourcing, and continuity and change over time to evaluate these historical events and processes.	Origins E4: "The Caliphate"; "Networks and Exchange in the Islamic World"; <i>The Emergence of Islam</i> ; Claim Testing - The Muslim World; Contextualization - Mansa Musa; "States and Empires of West Africa"; Mansa Musa and Islam in Africa: CCWH; "Christendom"; <i>Impact of the Crusades</i> .
	WH.4E: Describe the interactions between Muslim and Hindu societies in South Asia.	AP1-2: Explain the causes and effects of major intellectual, cultural, and religious transformations in this period.	AP U2: "South and Southeast Asia 1200-1450".

	WH.4F: Explain how the Crusades, the Black Death, and the Hundred Years' War contributed to the end of medieval Europe	E4-6: Critique the narrative of the "Dark Ages" by analyzing and using evidence from multiple sources to support historical thinking. E5-2: Analyze how global interconnections impacted political systems, trade networks, and the biosphere/ environment.	Origins E4: "Era 4 Overview - Collapse and Restructuring"; Era 4 Overview Video; "Christendom"; "The Dark Ages Debate"; "Was There Ever a 'Dark Age?'" ; <i>Impact of the Crusades</i> ; Contagion! ; "Trade Networks and the Black Death"; "Reactions to the Black Death"; <i>Disease!: CCWH</i> .
	WH.4G: Summarize the major political, economic, and cultural developments in Tang and Song China and their impact on Eastern Asia	E4-1: Evaluate and critique the historical narrative of the rise and fall of societies. E4-3: Evaluate how new innovations in technology and transportation affected trade networks and human communities.	Origins E4: <i>Rebuilding the Silk Road</i> ; "Between the Han and Tang: A Period of Disunion in China"; "China Under the Tang and Ming Dynasties"; "Women in the Song Dynasty of China"; Comparison - Women in Medieval Europe and Song China; 1200 U2: <i>Silk and the Song Dynasty</i>
	WH.4H: Explain the evolution and expansion of the slave trade.	E5-4: Understand and critique the role of capitalism on the Columbian Exchange and transatlantic slave trade. E5-6: Interpret primary source documents to understand and analyze multiple perspectives of the Black Death, Columbian Exchange, and the transatlantic slave trade.	Origins E5: "The Transatlantic Slave Trade"; Impact of the Slave Trade: Through a Ghanaian Lens; Primary Sources: First Person Accounts of the Transatlantic Slave Trade; Domingos Alvares (Graphic Biography); CCOT - Africa and the Americas; "Race and Coerced Labor Part I: How Did People Become Property in the Americas?"; "Race and Coerced Labor Part II: Motivations and Justifications"; "Capitalism and Slavery". Origins E6: "Why Was Slavery Abolished? Three Theories".
	WH.4I: Analyze how the Silk Road and the African gold-salt trade facilitated the spread of ideas and trade	E4-2: Understand and analyze why networks of interaction both increased and decreased during this era. E4-3: Evaluate how new innovations in technology and transportation affected trade networks and human communities.	Origins E4: <i>Rebuilding the Silk Road</i> ; "The Silk Road"; Silk Road Simulation; Contextualization - Mansa Musa; "States and Empires of West Africa"; <i>Mansa Musa and Islam in Africa: CCWH</i> ; 1200 U2: <i>Silk and the Song Dynasty</i> ; "Trans-Saharan Routes".
	WH.4J: Summarize the changes resulting from the Mongol invasions of Russia, China, and the Islamic world.	E4-1: Understand and evaluate the formation of regional and global networks of interaction. E5-2: Analyze how global interconnections impacted political systems, trade networks, and the biosphere/environment.	Origins E5: "Reactions to the Black Death"; "Trade Networks and the Black Death"; "Era 5 Overview - The First Global Age"; Wait for it...the Mongols: CCWH; "Sources of Mongol History"; Contextualization - Pastoral Empires: Mongols and Comanches.
WH.5: The student understands the causes, characteristics, and impact of the European Renaissance and the Reformation from 1450 to 1750.	WH.5A: Explain the political, intellectual, artistic, economic, and religious impact of the Renaissance	CO5: 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. E5-1: Understand and evaluate the formation of regional and global networks of interaction.	Origins E4: "The 'Dark Ages' Debate" ; Origins E5: "The Renaissance".
	WH.5B: Explain the political, intellectual, artistic, economic, and religious impact of the Reformation	AP3-3: Use historical thinking practices and reasoning processes such as claim testing, comparison and continuity and change over time to evaluate historical events and processes.	AP U3: Transformations in Eurasian Belief Systems.
WH.6: The student understands the characteristics and impact of the Maya, Inca, and Aztec civilizations.	WH.6A: Compare the major political, economic, social, and cultural developments of the Maya, Inca, and Aztec civilizations and explain how prior civilizations influenced their development	CO3: Use primary and secondary sources from multiple perspectives of gender, race, and socioeconomic status, or hierarchies to gain a deeper understanding of human history. E3-1: Understand, evaluate, and analyze why certain human communities began to organize into more complex societies, states, and empires.	Origins E3: "Ancient Agrarian Societies: Olmec and Chavin"; "Teotihuacan: City of Water, City of Fire"; Origins E4: "Cycles of Collapse in Mesoamerica"; "Long-distance Trade in the Americas"; The Xalla Sculpture of Teotihuacan (Graphic Biography)"; Origins E-5: "New World Networks, 1200-1490"; <i>Pre-Colonial Caribbean</i> ; <i>Inca Empire</i> ; <i>Aztec Empire</i> ; 1750 U9: <i>Water and Classical Civilizations: CCWH</i> . 1200 U2: "The Americas 1200-1450"; Macuikichitl (Graphic Biography)
	WH.6B: Explain how the Inca and Aztec empires were impacted by European exploration/colonization	E5-1: Understand and evaluate the formation of regional and global networks of interaction. E5-2: Analyze how global interconnections impacted political systems, trade networks, and the biosphere/environment.	Origins E5: <i>Disease!: CCWH</i> ; "Crops That Grew the World"; "The Columbian Exchange"; World Zone Café; <i>The Columbian Exchange: CCWH</i> ; "The Effects of Global Interactions"; "Religious Syncretism in Colonial Mexico City"; Sourcing - Spanish Conquest of the Aztec Empire; Sor Juana Ines de la Cruz (Graphic Biography); <i>The Spanish Empire, Silver, & Runaway Inflation: CCWH</i>
WH.7: The student understands the causes and impact of increased global interaction from 1450 to 1750.	WH.7A: Analyze the causes of European expansion from 1450 to 1750.	CO4: Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution. E5-1: Understand and evaluate the formation of regional and global networks of interaction. E5-2: Analyze how global interconnections impacted political systems, trade networks, and the biosphere/ environment. E5-4: Understand and critique the role of capitalism on the Columbian Exchange and transatlantic slave trade.	Origins E5: <i>Era 5 Overview</i> ; "Era 5 Overview"; CCOT - The First Global Age; "Technology in the Age of Exploration"; 1200 U3: Geography - Unit 3 Mapping Part I.
	WH.7B: Explain the impact of the Columbian Exchange	E5-1: Understand and evaluate the formation of regional and global networks of interaction. E5-2: Analyze how global interconnections impacted political systems, trade networks, and the biosphere/ environment. E5-4: Understand and critique the role of capitalism on the Columbian Exchange and transatlantic slave trade. E5-6: Interpret primary source documents to understand and analyze multiple perspectives of the Black Death, Columbian Exchange, and the transatlantic slave trade.	Origins E5: "Crops That Grew the World"; "The Columbian Exchange"; World Zone Café; <i>The Columbian Exchange: CCWH</i> ; "The Effects of Global Interactions"; "Transatlantic Migration Patterns"; Amonute: Graphic Biography; "Religious Syncretism in Colonial Mexico City"; Sourcing - Spanish Conquest of the Aztec Empire; Our Interconnected World.
	WH.7C: Explain the impact of the Atlantic slave trade on West Africa and the Americas	E5-4: Understand and critique the role of capitalism on the Columbian Exchange and transatlantic slave trade. E5-6: Interpret primary source documents to understand and analyze multiple perspectives of the Black Death, Columbian Exchange, and the transatlantic slave trade.	Origins E5: "The Transatlantic Slave Trade"; <i>Impact of the Slave Trade: Through a Ghanaian Lens</i> ; Primary Sources: First Person Accounts of the Transatlantic Slave Trade; Domingos Alvares (Graphic Biography); CCOT - Africa and the Americas; "Race and Coerced Labor Part I: How Did People Become Property in the Americas?"; "Race and Coerced Labor Part II: Motivations and Justifications".
	WH.7D: Explain the impact of the Ottoman Empire on Eastern Europe and global trade	E5-1: Understand and evaluate the formation of regional and global networks of interaction. E5-2: Analyze how global interconnections impacted political systems, trade networks, and the biosphere/environment.	Origins E5: Ottoman, Safavid, and Mughal Empires video; Origins E6: "Ottoman Empire"; 1200 U3: "A Sublime Empire - Ottoman Rule on Land and Sea"; <i>Venice and the Ottoman Empire: CCWH</i> .
	WH.7E: Explain Ming China's impact on global trade	E5-5: Use historical thinking practices and reasoning skills such as contextualization, sourcing, and continuity and change over time to evaluate these historical events and processes.	Origins E4: "China Under the Tang and Ming Dynasties"; Sourcing - "An Imperial Edict Restraining Officials from Evil"; Zheng He (Graphic Biography).
	WH.7F: Explain new economic factors and principles of Europe's Commercial Revolution	E5-1: Understand and evaluate the formation of regional and global networks of interaction. E5-2: Analyze how global interconnections impacted political systems, trade networks, and the biosphere/environment.	Origins E5: "Overview of New Economic Systems"; <i>The Spanish Empire, Silver, & Runaway Inflation: CCWH</i> ; <i>Capitalism and the Dutch East India Company: CCWH</i> .

WH.8: The student understands the causes and the global impact of the Industrial Revolution and European imperialism from 1750 to 1914.	WH.8A: Explain how the Industrial Revolution led to political, economic, and social changes.	E6-2: Understand and evaluate the economic and technological changes that led to the Industrial Revolution and analyze how the Industrial Revolution created significant changes in human communities, networks, and production and distribution, as well as its impact on the environment. E6-3: Assess the role of industrialization and nationalism in the creation of new empires and the rise of the nation-state.	Origins E6: : Urbanization Game; "Scale of the Industrial Revolution"; "Global Transformations of the Industrial Revolution"; "Japan's Industrial Revolution"; "Egypt's Industrial Revolution"; Comparison - Egypt and Japan; "Migration and Industrialization"; When Countries Industrialized; <i>The Railroad Journey and the Industrial Revolution: CCWH</i> ; "Scale of the Industrial Revolution"; "Rise of the Proletariat"; "Responses to Industrialization"; Contextualization - Child Labor; "Child Labor"; The Sadler Report; Economic Systems Simulation; <i>Capitalism and Socialism: CCWH</i> ; Ottilie Baader (Graphic Biography); : Comparison - Women's Suffrage. 1750 U3: <i>Unit 3 Overview Video</i> , "Unit 3 Overview"; "Meiji Restoration"; Causation - Industrialization to Migration; "Industrial Revolution Primary Sources". 1750 U4: <i>Unit 4 Overview Video</i> ; "Unit 4 Overview"; Assembly Line Simulation; "Overview of New Economic Systems"
	WH.8B: Identify the major political, economic, and social motivations that influenced European imperialism.	E6-3: Assess the role of industrialization and nationalism in the creation of new empires and the rise of the nation-state. E6-6: Use historical thinking practices and reasoning skills such as claim testing, causation, historical comparison, contextualization, sourcing, and continuity and change over time to evaluate these historical events and processes.	Origins E6: "Industrial Imperialism, the 'New' Imperialism"; "Responses to Industrial Imperialism"; <i>Asian Responses to Imperialism: CCWH</i> ; Dadabhai Naoroji (Graphic Biography); "Struggle and Transformation in China"; <i>The Opium Wars</i> ; <i>Experiencing Colonialism: Through a Ghanaian Lens</i> ; Claim Testing - Imperialism; Sourcing - Differing Perspectives on Imperialism. 1750 U5: <i>Unit 5 Overview</i> ; "Unit 5 Overview"; Imperialism: CCWH; "Gentleman of the Jungle"; "Colonial Violence"; Causation - Indian Uprising; "1857 Indian Uprising"; "Dual Consciousness".
	WH.8C: Explain the major characteristics and impact of European imperialism.	E6-3: Assess the role of industrialization and nationalism in the creation of new empires and the rise of the nation-state. E6-6: Use historical thinking practices and reasoning skills such as claim testing, causation, historical comparison, contextualization, sourcing, and continuity and change over time to evaluate these historical events and processes.	Origins E6: "Industrial Imperialism, the 'New' Imperialism"; "Responses to Industrial Imperialism"; <i>Asian Responses to Imperialism: CCWH</i> ; Dadabhai Naoroji (Graphic Biography); "Struggle and Transformation in China"; <i>The Opium Wars</i> ; <i>Experiencing Colonialism: Through a Ghanaian Lens</i> ; Claim Testing - Imperialism; Sourcing - Differing Perspectives on Imperialism; <i>Resisting Colonialism: Through a Ghanaian Lens</i> ; Imperialism Cartoons. 1750 U5: <i>Unit 5 Overview</i> ; "Unit 5 Overview"; <i>Imperialism: CCWH</i> ; "Gentleman of the Jungle"; "Colonial Violence"; Causation - Indian Uprising; "1857 Indian Uprising"; "Dual Consciousness".
	WH.8D: Explain the effects of free enterprise in the Industrial Revolution.	E6-2: Understand and evaluate the economic and technological changes that led to the Industrial Revolution and analyze how the Industrial Revolution created significant changes in human communities, networks, and production and distribution, as well as its impact on the environment.	Origins E6: Images of the Industrial Revolution"; "The Industrial Revolution"; Origins of the Industrial Revolution; Urbanization Game; "The Global Transformations of the Industrial Revolution"; Comparison - Egypt and Japan; "Japan's Industrial Revolution"; "Egypt's Industrial Revolution"; Closing - When Countries Industrialized; "Industrial Imperialism, the 'New' Imperialism"; "Responses to Industrial Imperialism"; Ottilie Baader (Graphic Biography); "Rise of Proletariat"; Economic Systems Simulation; <i>Capitalism and Socialism: CCWH</i> ; Contextualization - Child Labor; "Child Labor"; "Responses to Industrialization"; Sadler Report; 1750 U4: "The Emergence of Industrial Capitalism".
WH.9: The student understands the causes and effects of major political revolutions between 1750 and 1914.	WH.9A: Compare the causes, characteristics, and consequences of the American and French revolutions, emphasizing the role of the Enlightenment.	CO2: Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives. E6-1: Analyze how the roles of sovereignty, individualism, and the fight for equality influenced political revolutions of this era. E6-4: Evaluate why people's perceptions of labor, women's rights, and human rights changed during this era. E7-2: Evaluate how nationalism influenced political revolutions, wars, and the migration of peoples around the world during this era.	Origins E6: Revolution or Evolution? "Sovereignty"; "Ingredients for Revolution"; Causation - Recipe for a Revolution; "Enlightenment"; Enlightenment Quotes; "The Atlantic Revolutions"; Revolutionary Women; <i>Nationalism</i> . 1750 U2: "Economic and Material Causes of Revolt"; Causation - Revolutions; So You Want a Revolution?; <i>Tea, Taxes, and the American Revolution: CCWH</i> ; <i>The French Revolution: CCWH</i> .
	WH.9B: Explain the impact of Napoleon Bonaparte and the Napoleonic Wars on Europe and Latin America.	E6-1: Analyze how the roles of sovereignty, individualism, and the fight for equality influenced political revolutions of this era. E6-3: Assess the role of industrialization and nationalism in the creation of new empires and the rise of the nation-state. E6-4: Evaluate why people's perceptions of labor, women's rights, and human rights changed during this era.	Origins E6: "The Atlantic Revolutions"; <i>The French Revolution: CCWH</i> ; "Origins and Impacts of Nationalism"; <i>Nationalism</i> ; "Appraising Napoleon"; 1750 U2: <i>Latin American Revolutions: CCWH</i> .
	WH.9C: Trace the influence of the American and French revolutions on Latin America, including the role of Simón Bolívar	E6-1: Analyze how the roles of sovereignty, individualism, and the fight for equality influenced political revolutions of this era. E6-3: Assess the role of industrialization and nationalism in the creation of new empires and the rise of the nation-state. E6-4: Evaluate why people's perceptions of labor, women's rights, and human rights changed during this era.	Origins E6: "The Atlantic Revolutions"; <i>The French Revolution: CCWH</i> ; <i>Tea, Taxes, and the American Revolution: CCWH</i> ; "Origins and Impacts of Nationalism"; Nationalism; "Appraising Napoleon"; 1750 U2: <i>Latin American Revolutions: CCWH</i> ; Causation - Revolutions.
	WH.9D: Identify the influence of ideas such as separation of powers, checks and balances, liberty, equality, democracy, popular sovereignty, human rights, constitutionalism, and nationalism on political revolutions.	E6-1: Analyze how the roles of sovereignty, individualism, and the fight for equality influenced political revolutions of this era. E6-3: Assess the role of industrialization and nationalism in the creation of new empires and the rise of the nation-state. E6-4: Evaluate why people's perceptions of labor, women's rights, and human rights changed during this era.	Origins E6: "Sovereignty"; "Ingredients for Revolution"; Causation - Recipe for a Revolution; "Enlightenment"; Enlightenment Quotes; "The Atlantic Revolutions"; Revolutionary Women; <i>Nationalism</i> ; <i>The Haitian Revolution</i> . 1750 U2: Causation - Revolutions; So You Want a Revolution?; <i>Tea, Taxes, and the American Revolution: CCWH</i> ; <i>The French Revolution: CCWH</i> .
WH.10: The student understands the causes and impact of World War I.	WH.10A: Identify the importance of imperialism, nationalism, militarism, and the alliance system in causing World War I.	CO5: 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. E7-2: Evaluate how nationalism influenced political revolutions, wars, and the migration of peoples around the world during this era. E7-4: Understand how world wars led to increased international cooperation and tensions.	Origins E7: "Era 7 Overview"; "What Caused the First World War?"; <i>How World War I Started: CCWH</i> ; "The First World War as a Global War"; World War I Poster Analysis; "Capitalism and World War I"; "World War I: A Total War?"; Our Interconnected World - World War I; 1750 U6: <i>Unit 6 Overview Video</i> ; "Unit 6 Overview"; : CCOT - Imperialism to WWI; <i>Southeast Asia and World War I</i> ; "A Lost Generation"; Making Claims - World War I.
	WH.10B: Identify major characteristics of World War I, including total war, trench warfare, modern military technology, and high casualty rates.	E7-2: Evaluate how nationalism influenced political revolutions, wars, and the migration of peoples around the world during this era. E7-4: Understand how world wars led to increased international cooperation and tensions.	Origins E7: "Era 7 Overview"; "What Caused the First World War?"; <i>How World War I Started: CCWH</i> ; "The First World War as a Global War"; World War I Poster Analysis; "Capitalism and World War I"; "World War I: A Total War?"; Our Interconnected World - World War I; WWI Letters; <i>Armenian Genocide</i> ; <i>Britain and World War I</i> ; <i>The Middle East and World War I</i> . 1750 U6: <i>Unit 6 Overview Video</i> ; "Unit 6 Overview"; CCOT - Imperialism to WWI; <i>Southeast Asia and World War I</i> ; "A Lost Generation"; Making Claims - World War I; Helen Fairchild (Graphic Biography); Rosa Luxemburg (Graphic Biography); <i>British Gas Hood</i> ; <i>Trench-fighting Tools</i> ; "The Course of the First World War";
	WH.10C: Explain the political and economic impact of the Treaty of Versailles, including changes in boundaries and the mandate system.	E7-4: Understand how world wars led to increased international cooperation and tensions.	Origins E7: World War I Peace Talks

	WH.10D: Identify the causes of the February (March) and October (November) revolutions of 1917 in Russia, their effects on the outcome of World War I, and the Bolshevik establishment of the Union of Soviet Socialist Republics.	E7-3: Explain the creation of new political ideologies and why they emerged during this era and how these changes led to hostilities.	Origins E7: "The Power of One: The Russian Revolution". 1750 U6: Comparison - Russian Revolution and _____ Revolution
WH.11: The student understands the causes and impact of the global economic depression immediately following World War I.	WH.11A: Summarize the international, political, and economic causes of the global depression.	CO2: Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives. CO5: 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.	Origins E7: "Era 7 Overview"; "Global Great Depression"; "Fascist Histories"; "Communism, Fascism, Both, or Neither! 1750 U7: Unit 7 Overview Video"; "Unit 7 Overview"; Contextualization - The Great Depression; "The Global Story of the 1930s"
	WH.11B: Explain the responses of governments to the global depression such as in the United States, Germany, Great Britain, and France.	CO2: Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives. CO5: 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.	Origins E7: "Era 7 Overview"; "Global Great Depression"; "Fascist Histories"; "Communism, Fascism, Both, or Neither! 1750 U7: Unit 7 Overview Video"; "Unit 7 Overview"; Contextualization - The Great Depression; "The Global Story of the 1930s"; "Fascism in Germany"; "Fascism in Italy"; "Communism in the Soviet Union"; "Authoritarianism in Japan".
WH.12: The student understands the causes and impact of World War II.	WH.12A: Describe the emergence and characteristics of totalitarianism.	E7-3: Explain the creation of new political ideologies and why they emerged during this era and how these changes led to hostilities. E7-4: Understand how world wars led to increased international cooperation and tensions. E7-1: Understand how political states changed during this era from the influence of empires to the rise of the nation-state.	Origins E7: "Era 7 Overview"; <i>Era 7 Overview Video; Internationalism Between the Wars</i> ; "What Is Fascism?"; "Fascist Histories"; "Fascist Histories, Part II: Exercising Authoritarianism"; "Appeasement"; "The Second World War"; <i>World War II: CCWH</i> ; "Economics in the Second World War"; Plaeck Phibunsonkham (Graphic Biography); Manuel Quezon (Graphic Biography); "The Holocaust"; "Primary Sources: The Holocaust"; Assessing Responsibility and Conscience; "Nuclear Weapons"; "Thirty Years of Continuous War"; Claim Testing - Global Conflict. 1750 U7: Unit 7 Overview Video; "Unit 7 Overview"; Causation - World War II; "Nuremberg Laws, Nuremberg Trials".
	WH.12B: Explain the roles of various world leaders, including Benito Mussolini, Adolf Hitler, Hideki Tojo, Joseph Stalin, Franklin D. Roosevelt, and Winston Churchill, prior to and during World War II.	E7-1: Understand how political states changed during this era from the influence of empires to the rise of the nation-state. E7-3: Explain the creation of new political ideologies and why they emerged during this era and how these changes led to hostilities. E7-4: Understand how world wars led to increased international cooperation and tensions.	Origins E7: Internationalism Between the Wars; <i>What Is Fascism?</i> ; "Fascist Histories"; "Fascist Histories, Part II: Exercising Authoritarianism"; "Appeasement"; "The Second World War"; <i>World War II: CCWH</i> ; "Economics in the Second World War"; "The Holocaust"; "Primary Sources: The Holocaust". 1750 U7: Unit 7 Overview Video; "Unit 7 Overview"; Causation - World War II; "Nuremberg Laws, Nuremberg Trials".
	WH.12C: Explain the major causes and events of World War II, including the German invasions of Poland and the Soviet Union, the Holocaust, the attack on Pearl Harbor, the Normandy landings, and the dropping of the atomic bombs.	E7-4: Understand how world wars led to increased international cooperation and tensions.	Origins E7: "The Second World War"; "Economics in the Second World War"; <i>World War II: CCWH</i> ; "The Holocaust"; Primary Sources: The Holocaust; Assessing Responsibility and Conscience; "Nuclear Weapons"; "Thirty Years of Continuous War"; Claim Testing - Global Conflict. 1750 U7: Unit 7 Overview Video; "Unit 7 Overview: Interwar and World War II"; "Appeasement"; "Appeasement"; Causation - World War II
WH.13: The student understands the impact of major events associated with the Cold War and independence movements.	WH.13A: Summarize how the outcome of World War II contributed to the development of the Cold War.	E6-4: Evaluate why people's perceptions of labor, women's rights, and human rights changed during this era. E6-5: Critique the definition and narrative of modernity and analyze competing interpretations of modernity in this era. E7-3: Explain the creation of new political ideologies and why they emerged during this era and how these changes led to hostilities.	Origins E7: "Era 7 Overview"; "Devastation of Old Markets"; USA vs USSR Fight!: <i>CCWH</i> ; "The Cold War: An Overview"; "The Cold War Around the World"; "Connecting Decolonization and the Cold War". 1750 U8: Unit 8 Overview; "Unit 8 Overview"; CCOT - World War II to the Cold War; Sourcing - Who Started the Cold War?;
	WH.13B: Summarize the factors that contributed to communism in China, including Mao Zedong's role in its rise.	E6-4: Evaluate why people's perceptions of labor, women's rights, and human rights changed during this era. E6-5: Critique the definition and narrative of modernity and analyze competing interpretations of modernity in this era. E7-3: Explain the creation of new political ideologies and why they emerged during this era and how these changes led to hostilities.	Origins E7: <i>Chinese Communist Revolution</i> ; 1750 U8: "Chinese Communist Revolution"
	WH.13C: Identify major events of the Cold War, including the Korean War, the Vietnam War, and the arms race.	E7-1: Understand how political states changed during this era from the influence of empires to the rise of the nation-state. E7-2: Evaluate how nationalism influenced political revolutions, wars, and the migration of peoples around the world during this era. E7-3: Explain the creation of new political ideologies and why they emerged during this era and how these changes led to hostilities.	Origins E7: "Era 7 Overview"; "Devastation of Old Markets"; USA vs USSR Fight!: <i>CCWH</i> ; "The Cold War: An Overview"; "The Cold War Around the World"; "Connecting Decolonization and the Cold War"; Simulation - Cold War Crisis; Comparison - Decolonizing Women; "Decolonizing Women"" Arms Race Space Race". 1750 U8: Unit 8 Overview; "Unit 8 Overview"; CCOT - World War II to the Cold War; Sourcing - Who Started the Cold War?; "End of Empire and the Cold War"; <i>Decolonization and the Cold War Through a Caribbean Lens</i> ; <i>Decolonization and the Cold War Through an Asian Lens</i> ; "Collapse of Communism"; "End of Old Regimes"; Who is "Winning" the Cold War?; "Chinese Communist Revolution".
	WH.13D: Explain the roles of modern world leaders, including Ronald Reagan, Mikhail Gorbachev, Lech Walesa, and Pope John Paul II, in the collapse of communism in Eastern Europe and the Soviet Union.	E7-3: Explain the creation of new political ideologies and why they emerged during this era and how these changes led to hostilities. E7-4: Understand how world wars led to increased international cooperation and tensions.	Origins E7: Who is "Winning" the Cold War?; "Collapse of Communism"
	WH.13E: Summarize the rise of independence movements in Africa, the Middle East, and South Asia and reasons for ongoing conflicts.	E7-1: Understand how political states changed during this era from the influence of empires to the rise of the nation-state. E7-6: Use historical thinking practices and reasoning skills such as claim testing, historical comparison, and continuity and change over time to evaluate these historical events and processes.	Origins E7: "Era 7 Overview"; "Devastation of Old Markets"; "Connecting Decolonization and the Cold War"; <i>Decolonization and Nationalism Triumphant: CCWH</i> ; "And Then Gandhi Came"; : Comparison - Decolonizing Women; "Decolonizing Women"; <i>Conflict in Israel and Palestine: CCWH</i> ; "Political Decolonization, C. 1945-1997". 1750 U8: Unit 8 Overview; "Unit 8 Overview"; <i>Decolonization and the Cold War Through an Asian Lens</i> ; "End of Old Regimes"; "The Middle East and the End of Empire"; "Chinese Communist Revolution"; <i>Resisting Colonialism Through a Ghanaian Lens</i> ; "Apartheid"
	WH.13F: Discuss factors contributing to the Arab-Israeli conflict, including the rejection of the existence of the state of Israel by the Arab League and a majority of Arab nations.	E7-6: Use historical thinking practices and reasoning skills such as claim testing, historical comparison, and continuity and change over time to evaluate these historical events and processes.	Origins E7: <i>Conflict in Israel and Palestine: CCWH</i> . 1750 U8: "End of Old Regimes"; "The Middle East and the End of Empire".

WH.14: The student understands the development and use of radical Islamic terrorism in the second half of the 20th century and the early 21st century.	WH.14A: Explain the impact of geopolitical influences on the development of radical Islamic terrorism.	E7-3: Explain the creation of new political ideologies and why they emerged during this era and how these changes led to hostilities. E7-5: Analyze and critique the positive and negative impacts of globalization on human society and the environment. E7-6: Use historical thinking practices and reasoning skills such as claim testing, historical comparison, and continuity and change over time to evaluate these historical events and processes.	1750 U8: "The Middle East and the End of Empire." Origins E7: <i>Conflict in Israel and Palestine: CCWH; Decolonization and Nationalism Triumphant: CCWH; "Non-State Terrorism".</i> 1750 U9: "Why Does Genocide Still Happen?"; "Transnationalism and the Revival of Nationalism"; "September 11, 2001".
	WH.14B: Explain the impact of radical Islamic terrorism on global events.	E7-3: Explain the creation of new political ideologies and why they emerged during this era and how these changes led to hostilities. E7-5: Analyze and critique the positive and negative impacts of globalization on human society and the environment.	Origins E7: "Non-State Terrorism". 1750 U9: "Why Does Genocide Still Happen?"; "Transnationalism and the Revival of Nationalism"; "September 11, 2001".
	WH.14C: Explain the U.S. response to the events surrounding September 11, 2001, and other acts of radical Islamic terrorism	E7-3: Explain the creation of new political ideologies and why they emerged during this era and how these changes led to hostilities. E7-5: Analyze and critique the positive and negative impacts of globalization on human society and the environment.	Origins E7: "Non-State Terrorism". 1750 U9: "Why Does Genocide Still Happen?"; "Transnationalism and the Revival of Nationalism"; "September 11, 2001".
STRAND: GEOGRAPHY			
WH.15: The student understands the impact of geographic factors on major historic events and processes.	WH.15A: Locate places and regions of historical significance directly related to major eras and turning points in world history	<i>Note: the course objectives require the use of maps and understanding of how humans interact with each other and the physical world in order to grasp the frames and narratives of World History.</i> CO4: Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution. CO5: Use historical thinking skills and reasoning practices such as scale, comparison, causation, continuity and change over time, sourcing, claim testing, and contextualization, to understand and evaluate the historical narrative. <i>Some examples of Era Outcomes:</i> E1-4: Evaluate the impact that the Earth has had and continues to have on humans and how humans have impacted the Earth. E2-2: Understand human migration patterns and evaluate how the Earth has shaped these patterns and how humans have impacted the Earth. E2-5: Understand and evaluate the positive and negative aspects of different types of human communities and how foraging, pastoral, and farming communities interacted. E5-2: Analyze how global interconnections impacted political systems, trade networks, and the biosphere/ environment. E6-2: Understand and evaluate the economic and technological changes that led to the Industrial Revolution and analyze how the Industrial Revolution created significant changes in human communities, networks, and production and distribution, as well as its impact on the environment.	<i>Note: A quick overview of the Origins course indicates the ubiquitous use of maps to explore the changes that take place in each area, and to communicate the relationships between different regions of the earth. In addition, lessons often include the impact of human interactions with the natural landscape, climate, and the living world to explain changes in human behavior over time. Examples:</i> Origins E1: EP Era 1 Notebook; <i>Frame Concepts: Introduction</i> ; Era 2: "Era 2 overview: The Earliest Humans"; EP Era 2 Notebook; "Human Communities Populate the Earth"; "When did humans get to the Americas?"; "The First Farmers in Africa, Cradle of Humanity"; "The Transition to Farming: Differing Perspectives." Era 3: "Regional Trade Networks"; Mapping Regional Trade Networks. Era 5: "The Columbian Exchange." <i>The Columbian Exchange: CCWH</i> ; Era 6: "The Global Transformations of the Industrial Revolution." Era 7: "Population and Environmental Trends, 1880 to the Present."
	WH.15B: Analyze the influence of human and physical geographic factors on major events in world history such as the development of river valley civilizations, trade in the Indian Ocean, and the opening of the Panama and Suez canals.	E2-4: Evaluate, create, and support arguments using historical evidence for why many early human communities made the switch from foraging to farming. E3-1: Understand, evaluate, and analyze why certain human communities began to organize into more complex societies, states, and empires. E3-2: Analyze how trade networks expanded during this era. E3-3: Explain and interpret the spread of shared belief systems and how these beliefs shaped the formation of societies.	Origins E2: Geography - Era 2 Mapping Part 1; Geography - Era 2 Mapping Part 2. Origins E3: Geography - Era 3 Mapping Part 1; Era 3 Mapping Part 2. 1200 U2: "Indian Ocean Routes".
	WH.15C: Interpret maps, charts, and graphs to explain how geography has influenced people and events in the past.	CO2: Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives.	Origins E2: Geography - Era 2 Mapping Part 1; Geography - Era 2 Mapping Part 2. Origins E3: Geography - Era 3 Mapping Part 1; Era 3 Mapping Part 2. Project X: Data Exploration: Population; Data Exploration: Urbanization; Making a Prediction Part 1; Data Exploration: War and Peace; Data Exploration: Greenhouse Gas Emissions; Making a Prediction Part 2; Data Exploration: Democracy.
STRAND: ECONOMICS			
WH.16: The student understands the impact of the Neolithic and Industrial revolutions and globalization on humanity	WH.16A: Identify important changes in human life caused by the Neolithic Revolution.	CO2: Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives. CO4: Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution. E2-4: Evaluate, create, and support arguments using historical evidence for why many early human communities made the switch from foraging to farming. E2-5: Understand and evaluate the positive and negative aspects of different types of human communities and how foraging, pastoral, and farming communities interacted.	Origins E2: Comparing Archaeological Sites; <i>The Agricultural Revolution</i> ; "The First Farmers in Africa, Cradle of Humanity"; "The Transition to Farming: Differing Perspectives"; Forage or Farm?; Causation - From Foraging to Complex Societies.
	WH.16B: Summarize the role of economics in driving political changes as related to the Industrial Revolution	E6-2: Understand and evaluate the economic and technological changes that led to the Industrial Revolution and analyze how the Industrial Revolution created significant changes in human communities, networks, and production and distribution, as well as its impact on the environment. E6-3: Assess the role of industrialization and nationalism in the creation of new empires and the rise of the nation-state.	Origins E6: Images of the Industrial Revolution; "The Industrial Revolution"; <i>Origins of the Industrial Revolution</i> ; "The Scale of the Industrial Revolution"; The Global Transformations of the Industrial Revolution; "Comparison - Egypt and Japan"; "Industrial Imperialism, the 'New' Imperialism"; "Responses to Industrial Imperialism"; "Struggle and Transformation in China"; Claim Testing - Imperialism.
	WH.16C: Describe the economic impact of globalization.	E7-5: Analyze and critique the positive and negative impacts of globalization on human society and the environment.	Origins E7: "Introduction to Globalization"; "International Institutions"; "Goods Across the World"; "Is the World Flat or Spiky?"; Dollar Street Project. 1750 U9: "Rise of China"; <i>Global China in the 21st Century: Follow the Product</i> ; "WTO Resistance"; Our Interconnected World - Frames.

WH.17: The student understands the historical origins of contemporary economic systems and the benefits of free enterprise in world history.	WH.17A: Identify the historical origins and characteristics of the free enterprise system, including the influence of Adam Smith	CO 1: Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story; CO3: 3. Use primary and secondary sources from multiple perspectives of gender, race, and socioeconomic status, or hierarchies to gain a deeper understanding of human history; E5-2: Analyze how global interconnections impacted political systems, trade networks, and the biosphere/ environment; E5-4: Understand and critique the role of capitalism on the Columbian Exchange and transatlantic slave trade; E6-1: Analyze how the roles of sovereignty, individualism, and the fight for equality influenced political revolutions of this era; E6-4: Evaluate why people's perceptions of labor, women's rights, and human rights changed during this era.	Note: Although WHP has a fair amount to say about how systems of finance and trade change over time, and how these influenced systems of government, there is not a lot about the underlying ideologies and the authors of these ideologies named in the Texas Standards. Relevant readings and activities: Origins E5: "Overview of New Economic Systems"; Capitalism and the Dutch East India Company; Origins E6: "The Enlightenment."
	WH.17B: Identify the historical origins and characteristics of communism, including the influence of Karl Marx.	E6-4: Evaluate why people's perceptions of labor, women's rights, and human rights changed during this era.	Origins E6: "Rise of the Proletariat"; Economic Systems Simulation; <i>Capitalism and Socialism: CCWH</i> . Origins E7: Communism, Fascism, Both, or Neither? 1750 U7: Communism vs. Fascism; "Communism in the Soviet Union"; 1750 U8: "The Chinese Communist Revolution"; <i>USA vs. USSR Fight! The Cold War CCWH</i> .
	WH.17C: Identify the historical origins and characteristics of socialism.	E6-4: Evaluate why people's perceptions of labor, women's rights, and human rights changed during this era. E7-3: Explain the creation of new political ideologies and why they emerged during this era and how these changes led to hostilities.	Origins E7: <i>What is Fascism?</i> ; Communism, Fascism, Both, or Neither? 1750 U7: Communism vs. Fascism; "Communism in the Soviet Union"; 1750 U8: "The Chinese Communist Revolution"; <i>USA vs. USSR Fight! The Cold War: CCWH</i> .
	WH.17D: Identify the historical origins and characteristics of fascism.	E7-3: Explain the creation of new political ideologies and why they emerged during this era and how these changes led to hostilities.	Origins E7: <i>What is Fascism?</i> ; : Communism, Fascism, Both, or Neither?; Political Party Platform; "Fascist Histories, Part I"; "Fascist Histories, Part II: Exercising Authoritarianism" 1750 U7: Communism vs. Fascism; "Fascism in Germany"; "Fascism in Italy"
	WH.17E: Explain why communist command economies collapsed in competition with free market economies at the end of the 20th century	E7-3: Explain the creation of new political ideologies and why they emerged during this era and how these changes led to hostilities.	1750 U8: <i>USA vs. USSR Fight! The Cold War CCWH</i> ; "Collapse of Communism".
STRAND: GOVERNMENT			
WH.18: The student understands the characteristics of major political systems throughout history.	WH.18A: Identify the characteristics of monarchies and theocracies as forms of government in early civilizations	E3-1: Understand, evaluate, and analyze why certain human communities began to organize into more complex societies, states, and empires.	Origins E3: "Introduction to Agrarian Societies"; <i>Mesopotamia: CCWH</i> ; "China - Shang Dynasty"; "Egypt and Nubia"; "Olmec and Chavin de Huantar"; "Aksum"; "Nok"; "Indus River Valley"; "First States"; "What Is an Empire?"; "Authority and Control in Ancient Empires"; "The Rise of Empires: Akkadians and Assyrians"; Empire Building; "The Persian Empire"; "The Macedonian Empire"; "The Ptolemaic Dynasty"; "The Mauryan and Gupta Empires"; "The Zhou and Qin Empires"; "The Roman Empire"; "Introducing the Han Dynasty".
	WH.18B: Identify the characteristics of the following political systems: theocracy, absolute monarchy, democracy, republic, oligarchy, limited monarchy, and totalitarianism	E3-1: Understand, evaluate, and analyze why certain human communities began to organize into more complex societies, states, and empires. E6-1: Analyze how the roles of sovereignty, individualism, and the fight for equality influenced political revolutions of this era. E7-3: Explain the creation of new political ideologies and why they emerged during this era and how these changes led to hostilities.	Origins E3: "Introduction to Agrarian Societies"; <i>Mesopotamia: CCWH</i> ; "China - Shang Dynasty"; "Egypt and Nubia"; "Olmec and Chavin de Huantar"; "Aksum"; "Nok"; "Indus River Valley"; "First States"; "What Is an Empire?"; "Authority and Control in Ancient Empires"; "The Rise of Empires: Akkadians and Assyrians"; Empire Building; "The Persian Empire"; "The Macedonian Empire"; "The Ptolemaic Dynasty"; "The Mauryan and Gupta Empires"; "The Zhou and Qin Empires"; "The Roman Empire"; "Introducing the Han Dynasty" The Roman Empire. Or Republic. Or Which Was It? <i>CCWH</i> . Origins E6: "Sovereignty"; "The Enlightenment"; Enlightenment Quotes. Origins E7: <i>What is Fascism?</i> ; : Communism, Fascism, Both, or Neither?; Political Party Platform; "Fascist Histories, Part I"; "Fascist Histories, Part II: Exercising Authoritarianism" 1750 U7: Communism vs. Fascism; "Fascism in Germany"; "Fascism in Italy"; "Communism in the Soviet Union"; "Authoritarianism in Japan".
WH.19: The student understands how contemporary political systems have developed from earlier systems of government.	WH.19A: Explain the development of democratic-republican government from its beginnings in Judeo-Christian legal tradition and classical Greece and Rome through the French Revolution.	CO1: Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story. CO3: Use primary and secondary sources from multiple perspectives of gender, race, and socioeconomic status, or hierarchies to gain a deeper understanding of human history. E3-3: Explain and interpret the spread of shared belief systems and how these beliefs shaped the formation of societies; E4-1: Evaluate and critique the historical narrative of the rise and fall of societies; E5-3: Evaluate the development of new hierarchies based upon social class and race during this era; E6-1: Analyze how the roles of sovereignty, individualism, and the fight for equality influenced political revolutions of this era; E6-5: Critique the definition and narrative of modernity and analyze competing interpretations of modernity in this era; E7-4: Understand how world wars led to increased international cooperation and tensions.	Origins E3: "Judaism"; "Christianity"; <i>Christianity from Judaism to Constantine: CCWH</i> ; "Syncretism"; <i>The Persians and the Greeks</i> ; "The Roman Empire"; <i>The Roman Empire. Or Republic. Or Which Was It? CCWH</i> . Origins E5: "Magna Carta, the Glorious Revolution, and American Democracy". Origins E6: "Sovereignty"; "The Enlightenment"; Enlightenment Quotes; 1750 U2: <i>Tea, Taxes, and the American Revolution: CCWH</i> ; <i>The French Revolution: CCWH</i> ; Causation - Recipe for a Revolution.
	WH.19B: Identify the impact of political and legal ideas contained in the following documents: Hammurabi's Code, the Jewish Ten Commandments, Justinian's Code of Laws, Magna Carta, the English Bill of Rights, the Declaration of Independence, the U.S. Constitution, and the Declaration of the Rights of Man and of the Citizen.	CO4: Analyze the narrative of history using the course's three frames: communities, networks, and production and disruption. E3-1: Understand, evaluate, and analyze why certain human communities began to organize into more complex societies, states, and empires.	Origins E3: <i>Mesopotamia: CCWH</i> ; "Judaism"; "Christianity"; <i>Christianity from Judaism to Constantine: CCWH</i> . Origins E5: "Magna Carta, the Glorious Revolution, and American Democracy". Origins E6: "Sovereignty"; "Ingredients for Revolution"; Causation - Recipe for a Revolution; "Enlightenment"; "The Atlantic Revolutions". 1750 U2: Causation - Revolutions; <i>Tea, Taxes, and the American Revolution: CCWH</i> ; <i>The French Revolution: CCWH</i> .
	WH.19C: Explain the political philosophies of individuals such as John Locke, Thomas Hobbes, Voltaire, Charles de Montesquieu, Jean Jacques Rousseau, Thomas Aquinas, John Calvin, and William Blackstone.	E6-4: Evaluate why people's perceptions of labor, women's rights, and human rights changed during this era.	Note: <i>WHP materials focus more on the big picture of how the Enlightenment transformed communities and systems of rule than the particular philosophies of the individuals named in the Texas standards.</i> Origins E6: <i>Scientific Revolution and the Age of Enlightenment</i> ; "Enlightenment"; Enlightenment Quotes.
	WH.19D: Explain the significance of the League of Nations and the United Nations.	E7-4: Understand how world wars led to increased international cooperation and tensions.	Origins E7: World War I Peace Talks; <i>Internationalism Between the Wars</i> . "International Institutions"; "UN Sustainable Development Goals". 1750 U7: Primary Sources: Internationalism 1750 U9: "Universal Human Rights"; Comparison - Rights Documents.

STRAND: CITIZENSHIP			
WH.20: The student understands the significance of political choices and decisions made by individuals, groups, and nations throughout history.	WH.20A: Describe how people have participated in supporting or changing their governments	CO1: Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story. CO4: Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution. E3-1: Understand, evaluate, and analyze why certain human communities began to organize into more complex societies, states, and empires. E5-2: Analyze how global interconnections impacted political systems, trade networks, and the biosphere/ environment. E5-3: Evaluate the development of new hierarchies based upon social class and race during this era. E6-1: Analyze how the roles of sovereignty, individualism, and the fight for equality influenced political revolutions of this era. E7-1: Understand how political states changed during this era from the influence of empires to the rise of the nation-state. E7-3: Explain the creation of new political ideologies and why they emerged during this era and how these changes led to hostilities.	Origins E3: <i>First States</i> ; "First States"; "What is an Empire?"; "Authority and Control in Ancient Empires"; Empire Building. Origins E5: "Magna Carta, The Glorious Revolution, and American Democracy". Origins E6: "Sovereignty"; "Ingredients for Revolution"; "The Enlightenment"; Enlightenment Quotes; "The Atlantic Revolutions"; Causation - Recipe for a Revolution; The Haitian Revolution; "Origins and Impacts of Nationalism"; "Struggles and Transformation in China"; "The Rise of the Proletariat"; Women's Suffrage; "A World Tour of Women's Suffrage"; Sadler Report. Origins E7: "World War I: A Total War?"; "The Mexican Revolution"; "The Power of One: The Russian Revolution"; <i>The Chinese Communist Revolution</i> ; "And then Gandhi Came: Nationalism, Revolution, and Sovereignty"; <i>Decolonization and Nationalism Triumphant: CCWH</i> ; Comparison - Decolonizing Women; "Decolonizing Women"; Comparison - Rights Documents; <i>Nonviolence and Peace Movements: CCWH</i> ; "Political Decolonization"
	WH.20B: Describe the rights and responsibilities of citizens and noncitizens in civic participation throughout history	CO1: Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story. CO4: Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution. E3-1: Understand, evaluate, and analyze why certain human communities began to organize into more complex societies, states, and empires. E5-2: Analyze how global interconnections impacted political systems, trade networks, and the biosphere/ environment. E5-3: Evaluate the development of new hierarchies based upon social class and race during this era. E6-1: Analyze how the roles of sovereignty, individualism, and the fight for equality influenced political revolutions of this era. E7-1: Understand how political states changed during this era from the influence of empires to the rise of the nation-state. E7-3: Explain the creation of new political ideologies and why they emerged during this era and how these changes led to hostilities.	Origins E3: <i>First States</i> ; "First States"; "What is an Empire?"; "Authority and Control in Ancient Empires"; Empire Building. Origins E5: "Magna Carta, The Glorious Revolution, and American Democracy". Origins E6: "Sovereignty"; "Ingredients for Revolution"; "The Enlightenment"; Enlightenment Quotes; "The Atlantic Revolutions"; Causation - Recipe for a Revolution; <i>The Haitian Revolution</i> ; "Struggles and Transformation in China"; "The Rise of the Proletariat"; Women's Suffrage; "A World Tour of Women's Suffrage"; Sadler Report. Origins E7: "World War I: A Total War?"; "The Mexican Revolution"; "The Power of One: The Russian Revolution"; <i>The Chinese Communist Revolution</i> ; "And then Gandhi Came: Nationalism, Revolution, and Sovereignty"; <i>Decolonization and Nationalism Triumphant: CCWH</i> ; Comparison - Decolonizing Women; "Decolonizing Women"; Comparison - Rights Documents; <i>Nonviolence and Peace Movements: CCWH</i> ; "Political Decolonization"
	WH.20C: Identify examples of key persons who were successful in shifting political thought, including William Wilberforce		
WH.21: The student understands the historical development of significant legal and political concepts related to the rights and responsibilities of citizenship.	WH.21A: Summarize the development of the rule of law from ancient to modern times	CO3: Use primary and secondary sources from multiple perspectives of gender, race, and socioeconomic status, or hierarchies to gain a deeper understanding of human history. CO5: 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. E3-1: Understand, evaluate, and analyze why certain human communities began to organize into more complex societies, states, and empires. E3-4: Understand and critique the common characteristics of societies such as social hierarchies, specialization of labor, farming, taxes, writing, and cities. E6-4: Evaluate why people's perceptions of labor, women's rights, and human rights changed during this era. E7-2: Evaluate how nationalism influenced political revolutions, wars, and the migration of peoples around the world during this era. E7-3: Explain the creation of new political ideologies and why they emerged during this era and how these changes led to hostilities. E7-5: Analyze and critique the positive and negative impacts of globalization on human society and the environment.	Origins E3: <i>Islam, Quran, and the Five Pillars: CCWH</i> ; "Judaism"; "Christianity". Origins E4: "The Fall of Rome"; Origins E5: "Magna Carta, The Glorious Revolution, and American Democracy". Origins E6: "Ingredients for Revolution"; Origins E7: "Why Does Genocide Still Happen?"; <i>Armenian Genocide</i> ; "The Holocaust"; "Primary Sources: The Holocaust"; Assessing Responsibility and Conscience; "And then Gandhi Came"; Comparison - Rights Documents. 1750 U9: <i>Nonviolence and Peace Movements: CCWH</i> .
	WH.21B: Identify the origins of ideas regarding the right to a "trial by a jury of your peers" and the concepts of "innocent until proven guilty" and "equality before the law" from sources including the Judeo-Christian legal tradition and in Greece and Rome		
	WH.21C: Identify examples of politically motivated mass murders such as in Cambodia, China, Latin America, and the Soviet Union	CO4: Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution.	Origins E7: <i>Chinese Communist Revolution</i> ; "Why Does Genocide Still Happen?"; "Modern Latin America". 1750 U7: "Communism in the Soviet Union". 1750 U8: "Chinese Communist Revolution".
	WH.21D: Identify examples of genocide, including the Holocaust and genocide in Armenia, the Balkans, Rwanda, and Darfur	CO3: Use primary and secondary sources from multiple perspectives of gender, race, and socioeconomic status, or hierarchies to gain a deeper understanding of human history;	Origins E7: <i>Armenian Genocide</i> ; "Fascist Histories, Part I"; "Fascist Histories, Part 2: Exercising Authoritarianism"; The Holocaust"; Primary Sources: The Holocaust; Assessing Responsibility and Conscience; "Why Does Genocide Still Happen?". 1750 U7: "Nuremberg Laws, Nuremberg Trials".
	WH.21E: Identify examples of individuals who led resistance to political oppression such as Nelson Mandela, Mohandas Gandhi, Las Madres de la Plaza de Mayo, and Chinese student protestors in Tiananmen Square.	CO3: Use primary and secondary sources from multiple perspectives of gender, race, and socioeconomic status, or hierarchies to gain a deeper understanding of human history;	Origins E7: "And Then Gandhi Came: Nationalism, Revolution, and Sovereignty"; <i>Nonviolence and Peace Movements: CCWH</i> . 1750 U8: "Apartheid".
	WH.21F: Identify examples of American ideals that have advanced human rights and democratic ideas throughout the world	CO1: Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story.	Origins E7: Comparison - Rights Documents. 1750 U9: "Universal Rights".
STRAND: CULTURE			

WH.22: The student understands the history and relevance of major religious and philosophical traditions.	WH.22A: Describe the historical origins and central ideas in the development of monotheism	CO3: Use primary and secondary sources from multiple perspectives of gender, race, and socioeconomic status, or hierarchies to gain a deeper understanding of human history; CO5: 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. E3-3: Explain and interpret the spread of shared belief systems and how these beliefs shaped the formation of societies; E4-4: Understand the formation and spread of Islam and how this belief system influenced communities and networks.	Origins E3: Belief vs. Religion; "Overview of Belief Systems"; "Judaism"; "Christianity"; "Islam"; Comparing Belief Systems; <i>Christianity from Judaism to Constantine: CCWH; Islam, the Quran, and the Five Pillars Without a Flamewar: CCWH</i> ; "Syncretism"; Cultural Syncretism in Central Asia. Origins E4: "The Caliphate"; "Networks and Exchange in the Islamic World"; <i>The Emergence of Islam</i> .
	WH.22B: Describe the historical origins, central ideas, and spread of major religious and philosophical traditions, including Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, and Sikhism	CO3: Use primary and secondary sources from multiple perspectives of gender, race, and socioeconomic status, or hierarchies to gain a deeper understanding of human history; CO5: 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. E3-3: Explain and interpret the spread of shared belief systems and how these beliefs shaped the formation of societies; E4-4: Understand the formation and sp of Islam and how this belief system influenced communities and networks.	Origins E3: Belief vs. Religion; "Overview of Belief Systems"; "Confucianism"; "Daoism"; "Buddhism"; "Legalism"; "Judaism"; "Christianity"; "Hinduism"; "Islam"; Comparing Belief Systems; <i>Christianity from Judaism to Constantine: CCWH; Islam, the Quran, and the Five Pillars Without a Flamewar: CCWH</i> ; "Syncretism"; <i>Cultural Syncretism in Central Asia</i> ; Geography - Era 3 Mapping Part 2. Origins E4: "The Caliphate"; "Networks and Exchange in the Islamic World"; <i>The Emergence of Islam</i> .
	WH.22C: Identify examples of religious influence on various events referenced in the major eras of world history.	CO4: Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution.	Origins E3: "Overview of Belief Systems"; "Confucianism"; "Daoism"; "Buddhism"; "Legalism"; "Judaism"; "Christianity"; "Hinduism"; "Islam"; Comparing Belief Systems; <i>Christianity from Judaism to Constantine: CCWH; Islam, the Quran, and the Five Pillars Without a Flamewar: CCWH</i> ; "Syncretism"; <i>Cultural Syncretism in Central Asia</i> ; Geography - Era 3 Mapping Part 2. Origins E4: "The Caliphate"; "Networks and Exchange in the Islamic World"; <i>The Emergence of Islam; Impact of the Crusades; Mansa Musa and Islam in Africa: CCWH</i> ; "Christendom". Origins E5: "Religious Syncretism in Colonial Mexican City". Origins E6: "Why Was Slavery Abolished? Three Theories". Origins E7: <i>Armenian Genocide</i> ; "The Holocaust"; <i>Conflict in Israel and Palestine: CCWH</i> .
WH.23: The student understands the roles of women, children, and families in different historical cultures.	WH.23A: Describe the changing roles of women, children, and families during major eras of world history.	CO1: Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story; CO3: Use primary and secondary sources from multiple perspectives of gender, race, and socioeconomic status, or hierarchies to gain a deeper understanding of human history. E3-5: Evaluate human migration patterns during this era and explain how cultural interactions highlight societies' similarities and differences; E6-2: Understand and evaluate the economic and technological changes that led to the Industrial Revolution and analyze how the Industrial Revolution created significant changes in human communities, networks, and production and distribution, as well as its impact on the environment; E6-4: Evaluate why people's perceptions of labor, women's rights, and human rights changed during this era.	Origins E3: "Women and Families in Classical Society"; <i>Comparative Roles of Women in Rome and Han China</i> . Origins E4: Comparison - Women in Medieval Europe and Song China; "Christian Women in Medieval Europe"; Origins E6: The Sadler Report; Contextualization - Child Labor; Comparison - Women's Suffrage; "A World Tour of Women's Suffrage"; "Changing Gender Roles"; Claim Testing - Social Class and Gender; Ottillie Baader (Graphic Biography); 1750 U7: Helen Fairchild (Graphic Biography); Rosa Luxemburg (Graphic Biography). 1750 U8: "Decolonizing Women"; Comparison - Decolonizing Women.
	WH.23B: Describe the major influences of women during major eras of world history such as Elizabeth I, Queen Victoria, Mother Teresa, Indira Gandhi, Margaret Thatcher, and Golda Meir.	CO5: Use historical thinking practices and reasoning skills such as claim testing, causation, historical comparison, contextualization, sourcing, and continuity and change over time to evaluate these historical events and processes.	Note: While the OER Project does not have specific assets for this list of women, there are a number of articles and activities that highlight the role of women throughout world history including the inclusion of women in numerous articles along with assets that focus solely on women such as graphic biographies and the following: Origins E3: "Women and Families in Classical Society"; "Comparative Roles of Women in Rome and Han China". Origins E4: Comparison - Women in Medieval Europe and Song China; "Medieval Women in Western Europe"; "Women in the Song Dynasty of China". Origins E6: Revolutionary Women; Women's Suffrage; "A World Tour of Women's Suffrage". Origins E7: Comparison - Decolonizing Women; "Decolonizing Women".
WH.24: The student understands how the development of ideas has influenced institutions and societies.	WH.24A: Summarize the fundamental ideas and institutions of Eastern civilizations that originated in China and India.	CO2: Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives. CO5: 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. E3-3: Explain and interpret the spread of shared belief systems and how these beliefs shaped the formation of societies; E4-1: Evaluate and critique the historical narrative of the rise and fall of societies; E5-1: Understand and evaluate the formation of regional and global networks of interaction.	Origins E3: "China - Shang Dynasty"; "Indus River Valley"; "Why do Belief Systems Spread? How China Made Buddhism Its Own"; "Confucianism"; "Daoism"; "Buddhism"; "Legalism"; <i>Islam, the Quran, and the Five Pillars, All without a Flamewar: CCWH</i> ; "Authority and Control in Ancient Empires"; "The Mauryan and Gupta Empires"; "The Zhou and Qin Empires"; CCOT - Empires; "The Han Dynasty, China"; <i>2000 Years of Chinese History! The Mandate of Heaven and Confucius: CCWH</i> . Origins E4: "The Caliphate"; Claim Testing - The Muslim World; Sourcing - "An Imperial Edict Restricting Officials from Evil"; "The Dark Ages Debate."
	WH.24B: Summarize the fundamental ideas and institutions of Western civilizations that originated in Greece and Rome	CO5: Use historical thinking practices and reasoning skills such as claim testing, causation, historical comparison, contextualization, sourcing, and continuity and change over time to evaluate these historical events and processes.	Origins E3: "Authority and Control in Ancient Empires"; <i>The Persians and the Greeks: CCWH</i> ; CCOT - Empires; <i>The Roman Empire. Or Republic. Or... What Was It? CCWH</i> ; "The Roman Empire"; Sourcing - The Deeds of Divine Augustus; "The Macedonian Empire"; "The Ptolemaic Dynasty". Origins E4: "The Dark Ages Debate."
	WH.24C: Explain how the relationship between Christianity and Humanism that began with the Renaissance influenced subsequent political developments.	E5-5: Use historical thinking practices and reasoning skills such as contextualization, sourcing, and continuity and change over time to evaluate these historical events and processes.	Origins E5: "The Renaissance".
	WH.24D: Explain how geopolitical and religious influences have impacted law and government in the Muslim world	CO2: Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives.	Origins E3: <i>Islam, the Quran, and the Five Pillars All Without a Flamewar: CCWH</i> ; "Islam"; Origins E4: "The Caliphate"; "Networks and Exchange in the Islamic World"; Claim Testing - The Muslim World; Contextualization - Mansa Musa; "States and Empires of West Africa"; <i>Mansa Musa and Islam in Africa: CCWH</i> ; "Christendom". Origins E5: Rashid al-Din (Graphic Biography); Rumi (Graphic Biography) Origins E7: <i>The Middle East and World War I. 1750 U8</i> "The Middle East and the End of Empire".

WH.25: The student understands the relationship between the arts and the times during which they were created.	WH.25A: Analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced	CO1: Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story. E3-1: Understand, evaluate, and analyze why certain human communities began to organize into more complex societies, states, and empires; E3-4: Understand and critique the common characteristics of societies such as social hierarchies, specialization of labor, farming, taxes, writing, and cities; E6-2: Understand and evaluate the economic and technological changes that led to the Industrial Revolution and analyze how the Industrial Revolution created significant changes in human communities, networks, and production and distribution, as well as its impact on the environment; E6-5: Critique the definition and narrative of modernity and analyze competing interpretations of modernity in this era; E7-5: Analyze and critique the positive and negative impacts of globalization on human society and the environment.	Note: The universality of artistic expression is not really a theme of the OER Project. Art as an expression of culture, values and ways of life is mentioned at many points in the documents and illustrations throughout the course, but is rarely the main focus. Some exceptions: Origins E2: "Art of the Paleolithic"; The Importance of Art as Historical Evidence; Origins E4: "The Maurya and Gupta Empires"; Origins E5: "Rumi" (Graphic Biography); "Sor Juana Ines de la Cruz" (Graphic Biography); "The Renaissance". Origins E7: "Art and the World Wars".
	WH.25B: Describe examples of art, music, and literature that transcend the cultures in which they were created and convey universal themes.	CO1: Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story.	Origins E2: "Art of the Paleolithic"; The Importance of Art as Historical Evidence; Origins E4: "The Maurya and Gupta Empires"; Origins E5: "Rumi" (Graphic Biography); "Sor Juana Ines de la Cruz" (Graphic Biography); "The Renaissance". Origins E7: "Art and the World Wars".
STRAND: SCIENCE, TECHNOLOGY, AND SOCIETY			
WH.26: The student understands how major scientific and mathematical discoveries and technological innovations affected societies prior to 1750.	WH.26A: Identify the origin and diffusion of major ideas in mathematics, science, and technology that occurred in river valley civilizations, classical Greece and Rome, classical India, the Islamic caliphates between 700 and 1200, and China from the Tang to Ming dynasties.	CO4: Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution CO5: Use historical thinking skills and reasoning practices such as scale, comparison, causation, continuity and change over time, sourcing, claim testing, and contextualization, to understand and evaluate the historical narrative. E1-3. Analyze the advantages, disadvantages, and challenges of creating historical narratives and using different temporal and spatial scales and perspectives; E1-4. Evaluate the impact that the Earth has had and continues to have on humans and how humans have impacted the Earth; E2-6. Analyze and challenge the historical narrative of how farming led to the formation of complex, organized societies; E3-1. Understand, evaluate, and analyze why certain human communities began to organize into more complex societies, states, and empires; E3-4. Understand and critique the common characteristics of societies such as social hierarchies, specialization of labor, farming, taxes, writing, and cities; E4-3. Evaluate how new innovations in technology and transportation affected trade networks and human communities; E5-2. Analyze how global interconnections impacted political systems, trade networks, and the biosphere/ environment.	Note: The contributions of science, math, and technology are central to the World History Project, due to their large impact on the three frames of the course: communities, networks, and production and distribution, especially networks and P&D. Examples: Origins E1: <i>Collective Learning; Networks Frame Introduction; Production and Distribution Frame Introduction</i> ; Origins E2: "The Xianrendong Pottery" (graphic biography); Origins E3: "Phoenicians, Masters of the Sea"; "The Iron Age". Origins E4: "China under the Tang and Ming Dynasties"; <i>International Commerce, Snorkeling Camels, and Indian Ocean Trade: CCWH</i> ; <i>Silk and the Song Dynasty</i> . Origins E5: <i>Capitalism and the Dutch East India Company: CCWH</i> ; Rashid al-Din (Graphic Biography); Rumi (Graphic Biography)
	WH.26B: Summarize the major ideas in astronomy, mathematics, and architectural engineering that developed in the Maya, Inca, and Aztec civilizations	CO3: Use primary and secondary sources from multiple perspectives of gender, race, and socioeconomic status, or hierarchies to gain a deeper understanding of human history. E3-1: Understand, evaluate, and analyze why certain human communities began to organize into more complex societies, states, and empires.	Origins E3: "Ancient Agrarian Societies: Olmec and Chavin"; "Teotihuacan: City of Water, City of Fire"; Origins E4: "Cycles of Collapse in Mesoamerica"; "Long-distance Trade in the Americas"; The Xalla Sculpture of Teotihuacan (Graphic Biography); Origins E5: "New World Networks, 1200-1490"; Pre-Colonial Caribbean; Inca Empire; Aztec Empire; 1750 U9: <i>Water and Classical Civilizations: CCWH</i> . 1200 U2: "The Americas 1200-1450"; Macuilxichitl (Graphic Biography).
	WH.26C: Explain the impact of the printing press on the Renaissance and the Reformation in Europe	CO2: Apply evidence from sources using multiple perspective and scales to evaluate (support, extend, or challenge) different narratives.	Origins E5: "The Renaissance". AP U3: "Transformations in Eurasian Belief Systems".
	WH.26D: Describe the origins of the Scientific Revolution in 16th century Europe and explain its impact on scientific thinking worldwide.	CO2: Apply evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives.	Origins E6: <i>The Scientific Revolution and the Age of Enlightenment</i> .; 1750 E3: "The Scientific Revolution"
	WH.26E: Identify the contributions of significant scientists such as Archimedes, Copernicus, Eratosthenes, Galileo, Pythagoras, Isaac Newton, and Robert Boyle		Origins E6: The Scientific Revolution and the Age of Enlightenment. BHP U2: "Nicolaus Copernicus"; "Galileo Galilei"; "Isaac Newton"; "Henrietta Leavitt"; "Edwin Hubble". BHP U4: "Eratosthenes".
WH.27: The student understands how major scientific and mathematical discoveries and technological innovations have affected societies from 1750 to the present.	WH.27A: Explain the role of textile manufacturing, steam technology, development of the factory system, and transportation technology in the Industrial Revolution.	CO4: Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution. CO5: Use historical thinking skills and reasoning practices such as scale, comparison, causation, continuity and change over time, sourcing, claim testing, and contextualization, to understand and evaluate the historical narrative. E6-2. Understand and evaluate the economic and technological changes that led to the Industrial Revolution and analyze how the Industrial Revolution created significant changes in human communities, networks, and production and distribution, as well as its impact on the environment; E6-3. Assess the role of industrialization and nationalism in the creation of new empires and the rise of the nation-state.	Origins E6: : Urbanization Game; "Scale of the Industrial Revolution"; "Global Transformations of the Industrial Revolution"; "Japan's Industrial Revolution"; "Egypt's Industrial Revolution"; Comparison - Egypt and Japan; "Migration and Industrialization"; When Countries Industrialized; <i>The Railroad Journey and the Industrial Revolution: CCWH</i> ; "Scale of the Industrial Revolution"; "Rise of the Proletariat"; "Responses to Industrialization"; Contextualization - Child Labor; "Child Labor"; Otilie Baader (Graphic Biography). 1750 U3: <i>Unit 3 Overview Video</i> , "Unit 3 Overview"; "Meiji Restoration"; Causation - Industrialization to Migration; "Industrial Revolution Primary Sources". 1750 U4: <i>Unit 4 Overview Video</i> ; "Unit 4 Overview"; Assembly Line Simulation; "Overview of New Economic Systems".
	WH.27B: Explain the roles of military technology, transportation technology, communication technology, and medical advancements in initiating and advancing 19th century imperialism.	E6-2. Understand and evaluate the economic and technological changes that led to the Industrial Revolution and analyze how the Industrial Revolution created significant changes in human communities, networks, and production and distribution, as well as its impact on the environment; E6-3. Assess the role of industrialization and nationalism in the creation of new empires and the rise of the nation-state.	Origins E6: "Industrial Imperialism, the 'New' Imperialism"; "Responses to Industrial Imperialism"; <i>Asian Responses to Imperialism: CCWH</i> ; Dadabhai Naoroji (Graphic Biography); "Struggle and Transformation in China"; <i>The Opium Wars</i> ; <i>Experiencing Colonialism: Through a Ghanaian Lens</i> ; Claim Testing - Imperialism; Sourcing - Differing Perspectives on Imperialism; <i>Resisting Colonialism: Through a Ghanaian Lens</i> ; Imperialism Cartoons. 1750 U5: <i>Unit 5 Overview</i> ; "Unit 5 Overview"; <i>Imperialism: CCWH</i> ; "Colonial Violence"; Causation - Indian Uprising; "1857 Indian Uprising".

	WH.27C: Explain the effects of major new military technologies on World War I, World War II, and the Cold War.	CO4. Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution	Origins E7: <i>Era 7 Overview Video</i> ; "Era 7 Overview: The Last 100 Years"; "What Caused the First World War?"; Britain and World War I; "World War I: A Total War"; World War I Letters; "Capitalism and World War I"; "The Second World War"; "Economics in the Second World War"; <i>World War II: CCWH</i> ; "The Holocaust"; Primary Sources: The Holocaust; Assessing Responsibility and Conscience; "Nuclear Weapons"; "Thirty Years of Continuous War"; Claim Testing - Global Conflict; "Devastation of Old Markets"; <i>USA vs USSR Fight! The Cold War: CCWH</i> ; "The Cold War: An Overview"; Who is "Winning" the Cold War?; "The Cold War Around the World"; Simulation - Cold War Crisis.
	WH.27D: Explain the role of telecommunication technology, computer technology, transportation technology, and medical advancements in developing the modern global economy and society.	E7-5. Analyze and critique the positive and negative impacts of globalization on human society and the environment.	Origins E7: "Introduction to Globalization"; "Goods Across the World"; Globalization I - The Upside: CCWH. 1750 U9: "What's the Downside of Globalization?"; "The Trouble with Globalization"; "Is the World Flat or Spiky?"; "Dollar Street Project"; Follow the Product; Making Claims - Globalization; <i>Indigenous Americans and Globalization</i> ; "The Anthropocene"; "Population and Environmental Trends, 1880 to the Present"; <i>Green Revolution</i> .
	WH.27E: Identify the contributions of significant scientists and inventors such as Marie Curie, Thomas Edison, Albert Einstein, Louis Pasteur, and James Watt.		
STRAND: SOCIAL STUDIES SKILLS			
WH.28: The student understands how historians use historiography to interpret the past and applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology	WH.28.A: identify methods used by archaeologists, anthropologists, historians, and geographers to analyze evidence	E1-1. Understand and evaluate history as a discipline of study. E1-2. Examine how historians frame history by creating narratives of different scales of time and space. E1-3. Analyze the advantages, disadvantages, and challenges of creating historical narratives and using different temporal and spatial scales and perspectives.	Origins E1: <i>Era 1 Overview Video</i> ; "Era 1 Overview - History of Many Shapes and Sizes"; <i>Collective Learning</i> . Origins E2: The Importance of Art as Historical Evidence.
	WH.28.B: explain how historians analyze sources for frame of reference, historical context, and point of view to interpret historical events	CO1: Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story. CO2: Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives. CO3: Use primary and secondary sources from multiple perspectives of gender, race, and socioeconomic status or hierarchies to gain a deeper understanding of human history. CO5: 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.	Origins E1: Intro to Sourcing. Origins E2: Claim Testing - Authority. Origins E3: The Deeds of the Divine Augustus. Origins E4: An Imperial Edict Restraining Officials from Evil. Origins E5: Spanish Conquest of the Aztec Empire. Origins E6: Differing Perspectives on Imperialism. 1750 U2: The Inoculation Debate. 1750 U4: Why Was Slavery Abolished? 1750 U8: Who Started the Cold War?
	WH.28.C: analyze primary and secondary sources to determine frame of reference, historical, context, and point of view.	CO1: Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story. CO2: Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives. CO3: Use primary and secondary sources from multiple perspectives of gender, race, and socioeconomic status or hierarchies to gain a deeper understanding of human history. CO5: 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.	Origins E1: Intro to Sourcing. Origins E2: Claim Testing - Authority Origins E3: The Deeds of the Divine Augustus. Origins E4: An Imperial Edict Restraining Officials from Evil. Origins E5: Spanish Conquest of the Aztec Empire; Primary Sources: Mongol Collection; Primary Sources: First Person Accounts of the Transatlantic Slave Trade. Origins E6: Differing Perspectives on Imperialism. Origins E7: Primary Sources: The Holocaust. 1750 U1: Primary Sources: The World in 1750; Primary Sources: Europe and China in 1750. 1750 U2: The Inoculation Debate. 1750 U4: Why Was Slavery Abolished? 1750 U7: Primary Sources: Internationalism. 1750 U8: Who Started the Cold War?
	WH.28.D: evaluate the validity of a source based on bias, corroboration with other sources, and information about the author	CO1: Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story. CO2: Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives. CO3: Use primary and secondary sources from multiple perspectives of gender, race, and socioeconomic status or hierarchies to gain a deeper understanding of human history. CO5: 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. E4-6: Critique the narrative of the "Dark Ages" by analyzing and using evidence from multiple sources to support historical thinking. E5-6: Interpret primary source documents to understand and analyze multiple perspectives of the Black Death, Columbian Exchange, and the transatlantic slave trade.	Origins E1: Intro to Sourcing. Origins E3: The Deeds of the Divine Augustus. Origins E4: An Imperial Edict Restraining Officials from Evil; "The Dark Ages Debate"; "Was There Ever a 'Dark Age'?" ; Naming This Time Period. Origins E5: Spanish Conquest of the Aztec Empire; Primary Sources: Mongol Collection; "Reactions to the Black Death"; Primary Sources: First Person Accounts of the Transatlantic Slave Trade. Origins E6: Differing Perspectives on Imperialism. Origins E7: Primary Sources: The Holocaust. 1750 U1: Primary Sources: The World in 1750; Primary Sources: Europe and China in 1750. 1750 U2: The Inoculation Debate. 1750 U4: Why Was Slavery Abolished? 1750 U7: Primary Sources: Internationalism. 1750 U8: Who Started the Cold War?

	<p>WH.28.E: analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time</p>	<p>CO1: Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story. CO2: Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives. CO3: Use primary and secondary sources from multiple perspectives of gender, race, and socioeconomic status or hierarchies to gain a deeper understanding of human history. CO4: Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution. CO5: Use historical thinking skills and reasoning practices such as scale, comparison, causation, continuity and change over time, sourcing, claim testing, and contextualization, to understand and evaluate the historical narrative.</p>	<p>Origins E1: Claim Testing - Introduction; Three Close Reads - Introduction; Causation - Alphonse the Camel; Contextualization - Introduction. Origins E2: Claim Testing - Authority; Making Claims - Foraging vs. Farming; CCOT - Introduction; Writing - Claim and Focus Part 1. Origins E3: Claim Testing - Evidence; Making Claims - Expanding Networks; Trade Impacts; Causation - Population Growth; Contextualization - Agrarian Societies; Writing - Analysis and Evidence and WHP Concepts Part 1; Era 3 DBQ. Origins E4: CCOT - Regional Webs; Causes of Collapse; Causation - Autopsy of an Empire; Claim Testing - The Muslim World; Contextualization - Mansa Musa; Comparison - Women in Medieval Europe and Song China; Writing - Organization and Language and Style. Origins E5: CCOT - The First Global Age; Contextualization - Pastoral Empires: Mongols and Comanche; Making Claims - Pastoral Empires; CCOT - Africa and the Americas; Writing - Claim and Focus Part 2; Era 5 DBQ. Origins E6: Enlightenment Quotes; Causation - Recipe for a Revolution; Revolutionary Women; Claim Testing - Imperialism; Comparison - Egypt and Japan; When Countries Industrialized; Imperialism Cartoons; CCOT - The Long Nineteenth Century; Contextualization - Child Labor; Women's Suffrage; Sadler Report. Origins E7: Making Claims - Frames; CCOT - Era Comparisons; World War I Poster Analysis; World War I Letters; Our Interconnected World - World War I; Political Party Platform; World War I Peace Talks; Communism, Fascism, Both, or Neither!; Claim Testing - Global Conflict; Who is "Winning" the Cold War?; Simulation - Cold War Crisis; Comparison - Decolonizing Women; Our Interconnected World - Frames; Comparison - Rights Documents; Dollar Street Project; Claim Testing - Globalization; Era 7 DBQ. 1750 U2: Causation - Revolutions. 1750 U3: Urbanization Game; Contextualization - How Was Industrialization Possible?; Causation - Industrialization to Migration; CCOT - Revolutions to Industrialization; Claim Testing - Social Class and Gender. 1750</p>
	<p>WH.28.F: construct a thesis on a social studies issue or event supported by evidence</p>	<p>CO2: Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives.</p>	<p>Origins E2: Making Claims - Foraging vs. Farming; Introduction; Writing - Claim and Focus Part 1. Origins E3: Claim Testing - Evidence; Making Claims - Expanding Networks; Writing - Analysis and Evidence and WHP Concepts Part 1; Era 3 DBQ. Origins E4: Writing - Organization and Language and Style; Era 4 LEQ. Origins E5: Making Claims - Pastoral Empires; Writing - Claim and Focus Part 2; Era 5 DBQ. Origins E6: Claim Testing - Imperialism; Era 6 LEQ. Origins E7: Making Claims - Frames; Claim Testing - Global Conflict; Claim Testing - Globalization; Dollar Street Project; Era 7 DBQ. 1750 U3: Claim Testing - Social Class and Gender. 1750 U6: Making Claims - World War I. 1750 U9: Making Claims - Globalization; The World in 2050.</p>
<p>WH.29 : The student uses geographic skills and tools to collect, analyze, and interpret data</p>	<p>WH.29.A: create and interpret thematic maps, graphs, and charts to demonstrate the relationship between geography and the historical development of a region or nation</p>	<p>CO2: Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives.</p>	<p>Origins E1: Geography - Era 1 Mapping. Origins E2: Geography - Era 2 Mapping Part 1; Geography - Era 2 Mapping Part 2. Origins E3: Geography - Era 3 Mapping Part 1; Era 3 Mapping Part 2. 1200 U2: "Indian Ocean Routes". 1200 U3: Geography - Unit 3 Mapping Part 1; Geography - Unit 3 Mapping Part 2.</p>
	<p>WH.29.B: analyze and compare geographic distributions and patterns in world history shown on maps, graphs, charts, and models</p>	<p>CO1: Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story. CO2: Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives.</p>	<p>Origins E1: Geography - Era 1 Mapping. Origins E2: Geography - Era 2 Mapping Part 1; Geography - Era 2 Mapping Part 2. Origins E3: Geography - Era 3 Mapping Part 1; Era 3 Mapping Part 2. 1200 U2: "Indian Ocean Routes". 1200 U3: Geography - Unit 3 Mapping Part 1; Geography - Unit 3 Mapping Part 2. Project X: Data Exploration: Population; Data Exploration: Urbanization; Making a Prediction Part 1; Data Exploration: War and Peace; Data Exploration: Greenhouse Gas Emissions; Making a Prediction Part 2; Data Exploration: Democracy.</p>
<p>WH.30: The student communicates in written, oral, and visual forms.</p>	<p>WH.30.A: use social studies terminology correctly</p>	<p>CO1: Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story. CO4: Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution. CO5: Use historical thinking skills and reasoning practices such as scale, comparison, causation, continuity and change over time, sourcing, claim testing, and contextualization, to understand and evaluate the historical narrative.</p>	<p>Origins E1: Claim Testing - Introduction; Three Close Reads - Introduction; Causation - Alphonse the Camel; Contextualization - Introduction. Origins E2: Claim Testing - Authority; Making Claims - Foraging vs. Farming; CCOT - Introduction; Writing - Claim and Focus Part 1. Origins E3: Claim Testing - Evidence; Making Claims - Expanding Networks; Trade Impacts; Causation - Population Growth; Contextualization - Agrarian Societies; Writing - Analysis and Evidence and WHP Concepts Part 1; Era 3 DBQ. Origins E4: CCOT - Regional Webs; Causes of Collapse; Causation - Autopsy of an Empire; Claim Testing - The Muslim World; Contextualization - Mansa Musa; Comparison - Women in Medieval Europe and Song China; Writing - Organization and Language and Style. Origins E5: CCOT - The First Global Age; Contextualization - Pastoral Empires: Mongols and Comanche; Making Claims - Pastoral Empires; CCOT - Africa and the Americas; Writing - Claim and Focus Part 2; Era 5 DBQ. Origins E6: Enlightenment Quotes; Causation - Recipe for a Revolution; Revolutionary Women; Claim Testing - Imperialism; Comparison - Egypt and Japan; When Countries Industrialized; Imperialism Cartoons; CCOT - The Long Nineteenth Century; Contextualization - Child Labor; Women's Suffrage; Sadler Report. Origins E7: Making Claims - Frames; CCOT - Era Comparisons; World War I Poster Analysis; World War I Letters; Our Interconnected World - World War I; Political Party Platform; World War I Peace Talks; Communism, Fascism, Both, or Neither!; Claim Testing - Global Conflict; Who is "Winning" the Cold War?; Simulation - Cold War Crisis; Comparison - Decolonizing Women; Our Interconnected World - Frames; Comparison - Rights Documents; Dollar Street Project; Claim Testing - Globalization; Era 7 DBQ. 1750 U2: Causation - Revolutions. 1750 U3: Urbanization Game; Contextualization - How Was Industrialization Possible?; Causation - Industrialization to Migration; CCOT - Revolutions to Industrialization; Claim Testing - Social Class and Gender. 1750</p>

	<p>WH.30.B: use effective written communication skills, including proper citations and avoiding plagiarism</p>	<p>CO2: Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives.</p>	<p>Origins E2: Making Claims - Foraging vs. Farming; Origins E3: Making Claims - Expanding Networks; Trade Impacts; Contextualization - Agrarian Societies; Era 3 DBQ. Origins E4: Claim Testing - The Muslim World; Contextualization - Mansa Musa. Origins E5: Contextualization - Pastoral Empires: Mongols and Comanche; Making Claims - Pastoral Empires; Era 5 DBQ. Origins E6: Claim Testing - Imperialism; Contextualization - Child Labor. Origins E7: Making Claims - Frames; World War I Letters; Claim Testing - Global Conflict; Dollar Street Project; Claim Testing - Globalization; Era 7 DBQ. 1750 U3: Contextualization - How Was Industrialization Possible?; Claim Testing - Social Class and Gender. 1750 U5: Contextualization - The Opium Wars; Claim Testing - Globalization. 1750 U6: Making Claims - World War I. 1750 U7: Contextualization - The Great Depression. 1750 U9: The World in 2050. Project X: Data Exploration: Population; Data Exploration: Urbanization; Making a Prediction Part 1; Data Exploration: War and Peace; Data Exploration: Greenhouse Gas Emissions; Making a Prediction Part 2; Data Exploration: Democracy.</p>
	<p>WH.30.C: interpret and create written, oral, and visual presentations of social studies information</p>	<p>CO1: Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story. CO2: Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives. CO3: Use primary and secondary sources from multiple perspectives of gender, race, and socioeconomic status or hierarchies to gain a deeper understanding of human history. CO4: Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution. CO5: Use historical thinking skills and reasoning practices such as scale, comparison, causation, continuity and change over time, sourcing, claim testing, and contextualization, to understand and evaluate the historical narrative.</p>	<p>1750 U9; The World in 2050. Project X: Data Exploration: Population; Data Exploration: Urbanization; Making a Prediction Part 1; Data Exploration: War and Peace; Data Exploration: Greenhouse Gas Emissions; Making a Prediction Part 2; Data Exploration: Democracy.</p>
<p>WH.31: The student uses problem-solving and decision-making skills, working independently and with others</p>	<p>WH.31.A: use a problem-solving and decision-making process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution</p>	<p>CO1: Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story. CO2: Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives. CO3: Use primary and secondary sources from multiple perspectives of gender, race, and socioeconomic status or hierarchies to gain a deeper understanding of human history. CO4: Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution. CO5: Use historical thinking skills and reasoning practices such as scale, comparison, causation, continuity and change over time, sourcing, claim testing, and contextualization, to understand and evaluate the historical narrative.</p>	<p>1750 U9: The World in 2050. Project X: Data Exploration: Population; Data Exploration: Urbanization; Making a Prediction Part 1; Data Exploration: War and Peace; Data Exploration: Greenhouse Gas Emissions; Making a Prediction Part 2; Data Exploration: Democracy.</p>